Independent Study Online Course Syllabus

Course Number: EDU 923
Course Title: Teaching Values

X Online □ Distance Learning

Instructor: Dale A. Knepper
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Units: 3
Grade Level: K-12

Course Description:

Teaching Values is more than just some nice values for pupils to know. Teaching Values provides a way of engaging pupils in principles that really work to build healthy learning relationships between teacher and student and between pupils and all others in their daily experience. Teaching Values uses a process called Check for Understanding (CFU), an exercise that develops thinking skills and functional literacy. This exercise engages Bloom Taxonomy to lead students in the constant use of critical thinking skills in every value lesson. These exercises are the basis for understanding why and how values are attached to principles. This course is for teachers in the K-12 classroom. Students will develop their own lessons based on higher order thinking skills modeled in this course. Lessons are based on National Standards for student achievement. The learning relationships engaged in this course will greatly enhance the classroom learning atmosphere. We believe that achievement is based on relationships in the classroom, and that is what is emphasized in this course.

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.

Technology Requirements:

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.

To register for courses go to http://ce.fresno.edu/cpd and log in
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). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – 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-connect.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), by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at http://col.fresno.edu/contact/request-services. Please identify that you are with the Continuing Education/Independent Studies department.

National Standards Met and Local State Standards Addressed:
This course meets all five Propositions of the National Board for Professional Teaching. These propositions are guiding principles on what teachers should be able to know and do according to the National Board of Certified Teachers.

This course embraces the goals of the Common Core Standards for English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects of the CCSSO and NGA.

In addition, the Character Education Partnership (CEP) calls for “11 Principles of Effective Character Education.” This course specifically addresses numbers 1 through 7, and number 10 A (8 in all) and if a school were to formally adopt this program for its staff and student body, then all 11 would be addressed.

In each value lesson the student is directed to relate what they have learned to their local State curriculum and/or teaching standards. Thus, their efforts are validated to their administrators.
The National Board for Professional Teaching Standards lists their “Five Core Propositions of the National Board of Certified Teachers (NBCT’s). These are as follows.

Proposition #1: Teachers are committed to students and their learning.
Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students.

Proposition #3: Teachers are responsible for managing and monitoring student learning.

Proposition #4: Teachers think systematically about their practice and learn from their experiences.

Proposition #5: Teachers are members of learning communities.

(These can be referenced at http://www.nbpts.org

Common Core State Standards for English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects. of the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA). (Page 7 of the CCSS for ELA discusses what classroom students - pupils - should be able to do when they are able to master the standards. I have summed them up as to how they relate to this course, below.)

1. Students demonstrate ability to gather, comprehend, evaluate, synthesize, and report information and ideas.
2. Students answer questions, solve problems.
3. Students are exercised in listening, reading, writing, and speaking.
4. Students are led to demonstrate independence by creative moral choices.
5. Students are equipped with skills for gaining content knowledge: inquiry with open ended questioning techniques leading to analysis, evaluation, synthesis, and creativity with choices.
6. Students are thereby enabled to comprehend as well as to critique information.
7. These objectives above are embedded throughout the course.

These can be referenced at http://www.corestandards.org

Character Education Partnership (CEP) calls for “11 Principles of Effective Character Education.” This course meets 8 of the 11 principles by teacher use in the individual classroom and thereby contributes to the school social climate.

1. The school community promotes core ethical and performance values as the foundation of good character.
2. The school defines “character” comprehensively to include thinking, feeling and doing.
3. The school uses a comprehensive, intentional, and proactive approach to character development.
4. The school creates a caring community.
5. The school provides students with opportunities for moral action.
6. The school offers a meaningful and challenging curriculum that respects all learners, develops their character, and helps them succeed.
7. The school fosters students’ self-motivation.
10. The school engages families and community members as partners in the character-building effort.

These may be referenced at http://www.character.org/more-resources/publications/11-principles.

State Standards of the students’ State of residence:

Students will be asked to add specific references to the curriculum standards of the State of their personal residence. This will give specific validation for use of this course in their own schools.

Course materials:

(included in material fees of $17, non-refundable) text provided by the instructor: The Freedom to be Able: Teaching Values Using Thinking Skills There are no other texts or materials to purchase.

online resources will include relevant online resources that support course content and encourage further investigation.

Discussion forums:

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Course Requirements:

Enrolled students will research all suggested web sites and read all assigned material. They will read the introduction to the online text material provided. They will respond to all questions asked about the material.

Enrolled students will accomplish a total of twelve value lessons in addition to the orientation, introduction, and Check for Understanding (CFU) and Portfolio of Lesson Planning modules.
Enrolled students will read value lesson materials and write detailed reports to validate their study for each lesson. These reports will include a statement to correlate what was learned in that value lesson to one of the identified national standards outlined above. They will submit comments on each lesson to a forum. They will answer quiz questions. They will write brief lesson plans based upon their adaptation of each value lesson for their particular grade level of teaching. They will “try out” each value lesson with at least one live child or student. They will validate the work done and the material covered by correlating them to national standards of the National Board of Certified Teachers, the Common Core Standards, and the Character Education Partnership. (NBCT #1, 2, 3,) (CCSSO #1, 2, 3, 4, 5, 6, 7) (CEP #1, 2, 3, 4,)

The form for the detailed report will be in an itemized essay response called the “Notes” assignment which will be submitted to the instructor. The student's overall impressions will be posted to a forum. This forum may also be a place for students to pose questions for discussion to which the instructor or other students may respond. (NBCT # 4, 5)

Enrolled students will engage in specified steps provided for each assigned value lesson. Please see below for these details and how they will be graded.

**Learning Objectives and Outcomes**

Enrolled students should have learned or be able to do the following:

1. Identify the value concepts and relate them to how they can work as principles by expressing their perception of the story for each value lesson. (NBCT #2) (CCSSO #2) (CEP #1)
2. Describe the relationship between the fundamental principle in with the Check for Understanding (CFU) objective in each value lesson. (NBCT #1, 2) (CCSSO #1,2,6,7) (CEP #1)
3. Use the analysis open ended questions to build an evaluation of the value being discussed. (NCBT #1, 2,3) (CCSSO #1, 2, 3, 4, 5, 6, 7) (CEP #1, 2, 3, 4, 5, 6, 7)
4. Use the answers to the analysis questions plus the evaluation to put together (synthesize) for a summary conclusion to the value in the CFU. (NBCT #1, 2, 3, 4) (CEP #1, 2, 3, 4, 5, 6)
5. Use the CFU's last question to create an opportunity for students to engage in their own moral choices. (NBCT #1, 2, 3, 4) (CCSSO #1, 2, 3, 4, 5, 6, 7) (CEP #1, 2, 3, 4, 5, 6, 7, 8)
6. Create their own lesson plans adapted to their grade levels to convey values and principles. And include questions from the review section which could be used for assessment of students, (NBCT #1, 2, 4)
7. Use each value lesson with at least one live pupil for feedback purposes. (NBCT #1, 2, 4).
8. Relate what they have accomplished to national standards. (NBCT #4, 5)

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**Date of Revision 6/9/16**

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9. They will have thus accomplished the work they would assign their students. (NBCT # 1, 2, 3)
10. Answer the questions in the review section designed for them. (NBCT # 1, 2, 4)
11. Submit entries to a forum as directed in each lesson and include an entry of comment for at least one other student’s forum post.
12. Create lessons using at least one proposition of the National Standards for the Teaching Profession, and a principle of the CEP, and an aspect of the Common Core Standards in Math and English Language Arts mentioned in the introduction of the text. This statement should identify the standard addressed and an explanation as to how the particular value lesson addressed it. (NCBT # 4, 5)

Schedule of Topics and Assignments

Topics and assignments include:

Orientation

Introduction

A. Premise of the course.

B. National Standards.

C. Preparation of the teacher to validate to others the reasons why they teach the values they have chosen.

Directions for the Check for Understanding (CFU)

The Check for Understanding exercise (CFU) is described in detail with explanations for each step and the reasons for them.
   a) It is identified as the basic tool with which values and principles are conveyed to students.
   b) The check for understanding (CFU) and the entire value lesson are outlined, step by step.
   c) The CFU relationship to Bloom's taxonomy and the Cognitive Domain are explored.
   d) The relationship of the CFU and national standards are explored.
   e) The example of the “freedom to be able” principle is used and is related to national standards.

Values Lessons: There are twelve required value lessons in all. (Based upon the learning from these, the student will create an additional value lesson called the “Portfolio of lesson planning”) These will be mostly scripted lessons in order to teach the process of the check for understanding exercise and to lay the philosophical basis of each section. The basis for the first part is to teach values directly related to establishing a learning relationship between teacher and pupils based
upon trust. The basis of the second part is to teach values that will help the pupils relate to everyone in their lives. After the first three value lessons in each part are accomplished, the remaining seven value lessons are options from which the student can choose. These next value lessons will all be presented as were the first three, except that the student will increasingly devise their own substitute elements for each one so as to gain creative independence so that they can customize the value lessons for their own pupils.

Assignment description for value lessons:

1. Read the story provided plus the “fundamental principle”.
2. Read the Check for Understanding (CFU) objective and make note of the format of the Cornell Note style.
3. Read analysis statements and questions.
4. Read the synthesis statement and/or question in the closure section.
5. Read the evaluation statement and/or question in the closure section.
6. Read the creativity statement and/or question in the closure section.
7. Complete the “Notes” assignment which addresses the steps above with required written responses. Value lessons will require as part of these steps a practice of the lesson with a live child.
8. Read the section on the national standards as directed and correlate the lesson to one or more standards as specified in the lesson.
9. Take a quiz on the structure of the value lesson to include story, fundamental principle, and the elements of the CFU.
10. Write a brief comment as directed in the module discussion forum and reply to comments by others in the forum.
11. Many value lessons will also require adding a “piece” of a value lesson to be deposited in a sequential manner into the final module called “Portfolio of Lesson Planning”. This will lead students through the process of step by step creation of their own personal lesson plan based upon a fundamental principle, story or illustration, Check for Understanding (CFU) objective and exercise of their own choosing. Thus, creating a capability for independence in this series of skills and concepts.

LIST OF VALUE LESSONS

(Students will accomplish the first three in each part and then choose three more in each part from the list below.)

Part #1

Values Related to Learning Relationship between Teacher and Pupil
   # 1 Choosing the Value of Truth (Module #4)
   # 2 Choosing the Value of Others (Module #5)
#3 Choosing the Value of Learning Relationship (Module #6)
#4 Choosing the Value of Rest as a Resource (Module #7)
#5 Choosing the Value of Approval (Module #8)
#6 Part 1 culminating activity: student's choice of one out of three offered fundamental principles. (Module #9)

**Part #2**

Values Related to Each Pupil's Moral Choices

#7 Choosing the Value of Justice (Module #10)
#8 Choosing the Value of Compassion (Module #11)
#9 Choosing the Value of Faith and Faithfulness (Module #12)
#10 Choosing the Value of the Respect for Life (Module #13)
#11 Choosing the Value of Choice (Module #14)
#12 Part 2 culminating activity: student's choice of one out of three offered fundamental principles. (Module #15)

Portfolio of Lesson Planning plus essay: a cumulative, step by step building of a lesson plan for the future benefit of the student with their pupils.

**Evidence of Learning**

The instructor will measure understanding based upon each student's:

a. completion of written assignments according to the rubric established for each one.

b. thoughtful contributions to forums.

c. creativity, care, and thoroughness in lesson planning.

d. quiz results.

**Grading policy with rubrics**

Grade will be on the basis of total points: 562 points. Items deemed to be more difficult or more vital will be assigned a greater point value. To receive an “A” in this course a student would need to achieve at least 505 points out of 562. To receive a “B” or “Credit” a student would need to achieve 449 up to 504 points. To fail to achieve credit, a student would only achieve 448 or less points. Grading will be by total points. (No weights are given to points in specific categories.)
The discernment between an A or a B is at the discretion of the instructor based upon the quality of work submitted (See the assignment rubrics).

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.

**Major Assignments:**

17 forums, 5 points each for a total of 85 points.

10 quizzes, 5 points each for a total of 50 points.

12 notes assignments for a total of 360 points.

7 portfolio assignments which vary in points from 2 to 6 each for a total of 27 points.

1 final portfolio lesson plan for 25 points.

1 final essay for 15 points.

**Rubric for Evaluating Assignments**

See the grading rubric in the separate document by that name. This will give descriptions for criteria of successful completion for all assignments.

**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 a grade form when the coursework has been completed. (Instructions will be provided for online grading by the instructor.)

**Online Courses**

Throughout the course, students will be communicating with the instructor and classmates on a regular basis through the use of asynchronous discussion forums. A Virtual Office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or e-mail contact. In addition, students are encouraged to e-mail the
instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

E-mail from students must contain the following information: course number, student's last name, first initial. E-mail sent without this subject line will not be opened.

References/Resources

The online references provided in the section above entitled “National Standards Met” are those of initial interest. Others will be added as the course goes on.

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](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](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](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. |

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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

<table>
<thead>
<tr>
<th>Student Learning Outcomes Oral Communication:</th>
<th>Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components.</th>
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<tr>
<td>Written Communication:</td>
<td>Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others.</td>
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<tr>
<td>Content Knowledge:</td>
<td>Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
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<tr>
<td>Reflection:</td>
<td>Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement.</td>
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<tr>
<td>Critical Thinking:</td>
<td>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.</td>
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<tr>
<td>Moral Reasoning:</td>
<td>Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view.</td>
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<tr>
<td>Service:</td>
<td>Students will demonstrate service and reconciliation as a way of leadership.</td>
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<td>Cultural and Global Perspective:</td>
<td>Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems.</td>
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<tr>
<td>Quantitative Reasoning:</td>
<td>Students will accurately compute calculations and symbolic operations and explain their use in a field of study.</td>
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<td>Information Literacy:</td>
<td>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.</td>
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