

TEEL 673, Problems in Education I - The Good Teacher: Ethical Choices and Decisions
(Undergraduate Version)

Instructor of Record:

Dr. Donna Rice
drdonnausa@gmail.com

(Alternate Instructor) Dr. Elden Daniel
drdaniel@wildblue.net

Phone:

1.757.871.1336

COURSE CREDIT:

1 undergraduate credit

DATES, TIMES, NUMBERS OF SESSIONS

Organization dependent (13-15+ each fifty
minute sessions each semester, annually.)

COURSE DESCRIPTION: This asynchronous seminar/workshop delivered course is designed to enable teachers to develop new knowledge to help them or others witnessing sexual misconduct by colleagues to make appropriate interventions. As a character in an interactive movie participants will maneuver through the complex, emotional, and often morally ambiguous world of teaching. Students will make decisions at strategic points in the interactive movie answering thought-provoking questions about seemingly insignificant yet pivotal situations that teachers, administrators, and others who interact with young people face throughout the year.

COURSE OUTLINE/CONTENT

COURSE FORMAT

This course will include a video presentation, an interactive video course with several decision trees, the assigned book, and additional resources linked to this syllabus. Students will be evaluated through completion of the activities outlined in this syllabus.

Overall Course Objectives:

- Reflect knowledge from courses, movie, readings, and other sources
- Demonstrate implementation and application to classroom or organization
- Demonstrate writing skills and use of APA format

COURSE OBJECTIVES: The students will

1. Describe the lack of preparation teachers normally receive in pre-service training
2. Compare and contrast what characteristics of a caring, holistic teacher lead to boundary violations

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES:

TEXT: Lane, F. S. (2020). *Cybertraps for Educators 2.0*. Matham. https://www.amazon.com/Cybertraps-Educators-2-0-Frederick-Lane/dp/B08HRZ2JJN/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1602207438&sr=1-2-25b07e09-600a-4f0d-816e-b06387f8bcfl

COURSE REQUIREMENTS:

- Each student can participate in a nationally recognized instructor seminar and workshop.

****Note,**** Students attending a public access presentation (*any on-site lecture and training over a period of 15 hours+*) with Dr. Troy Hutchings or Dr. Glenn Lipson are eligible for a waiver of the online Introduction and Presentation and associated activities. Submit a scanned participation certificate of any type, provided from the event as proof, along with your required academic paper(s) outlined in Graded Assignments. The 15 hours must be documented by a conference schedule or agenda with time listed, as well as a certificate from the local sponsor of the event. Student activities down below must also be completed.

Or:

- Students not participating in a on-site presentation mentioned above, must complete the online WILL INTERACTIVE, Inc. Video, [The Good Teacher](#) to receive credit, and all activities down below. Each student will provide a one, but no more than two-page reflection paper on their individual experience in this course.

REQUIRED VIDEO

[“The Good Teacher”](#)

“Mr. Holland’s Opus,” (watch or rewatch), You Tube video clip from the movie, “Mr. Holland’s Opus”
[Someone to Watch Over Me.](#)

Retrieved from <http://www.youtube.com/watch?v=Tb0s4cnT3hM&feature=endscreen&NR=1>

REQUIRED [Tutorials](#) (see related Activities).

Activity

Student Reading and Writing Assignments:

1. The Lack of and Need for Teacher Training and Guidelines in Teacher/student Relationships
 - a) Complete a two-page reflection paper on concepts presented during The Good Teacher Seminar/ or Video and the reading assignment above. Include: Relate the reasons teachers pursue careers in education.
 - b) Reflect on pre-service training and discuss why teachers are so unprepared for the immersion in the complex world of teacher/student relationships.
 - c) Relate how the teacher/student relationship is a continual emotional and intellectual interchange.
2. Navigate through the associated The Good Teacher [Tutorial](#), view Mr. Holland’s Opus movie specifically noting this [video clip](#), refer to the eBook [Cybertraps for Educators 2.0](#), and construct a Venn diagram of similarities and differences, and write a Compare and Contrast Paper that covers the following points:

- a) Discuss the tension between the conflicting messages teachers receive and how teacher and student characteristics and circumstances can lead to dangerous relationships.
- b) Depict some of the conditions necessary for the “perfect storm” of an inappropriate relationship to form between a teacher and a student. Include the concept of “famine of the soul” and a portrayal of characteristics of vulnerable students.
- c) Consider the attributes that make a teacher successful and possibly “award-winning.” Discuss how those same attributes could lead to a teacher becoming overly involved with individual students.
- d) Consider the circumstances in Mr. Ken Lambertson’s life as well as Mr. Holland’s life and list at least five ways they parallel your description. Reflect how you may have watched Mr. Holland’s Opus without this information and missed what was happening, but now that you have some awareness you can see the potential for the possibility of an inappropriate relationship. Relate how this heightened awareness can help you and others to circumvent your peers from potentially dangerous relationships. Discuss anything similar in your own experience that happened to you or to a fellow teacher and explain how you (or the other teacher) avoided (or did not avoid) boundary violations.
- e) Attach to your paper a Venn diagram to show the diverging and overlapping characteristics of effective teachers who do not violate boundaries and those who do violate boundaries.

Length of Paper: 3 - 5 pages

*** Use the template at this link: [Dr. Donna Rice - 6th Edition APA Template 2012](#). Follow the template, which includes a title page, introduction, main body, reflection, conclusion, and reference page. Follow the spacing guide provided in the template to ensure your paper is double spaced – no more, no less. Use a minimum of two levels of APA 6th Edition headings and include page numbers.

All homework will be emailed to your assigned university instructor: drdonnausa@gmail.com

Course Grading:

Undergraduate Credit: 1 credit

Post Seminar/Video Reflection Paper: 30%

Integration Paper: 50%

Other: Student Produced E-Journal 20% (*Submitted electronically only upon request by their instructor.*)

Grade Distribution:

93%-100%	A
85%-92%	B
78%-84%	C
70%-77%	D
69% and below	F