

# CTEC 8270

## Moral Judgment

### Spring 2010

- 1. Course Number:** CTEC 8270  
**Course Title:** Theory-Based Problems in Early Childhood Education: Moral Judgment  
**Credit Hours:** 3 semester hours  
**Prerequisites:** None  
**Corequisites:** None
- Instructor:** Angela Love  
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**Office:** Haley 5018  
**Office hours:** Tuesday/Wednesday 12pm-3pm and by appointment

COLLEGE OF EDUCATION



Faculty, staff and students  
strive to prepare and be professionals who are:

#### *Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

#### *Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

#### *Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



**2. Date Syllabus Prepared:** August 11, 2006

### 3. Texts or Major Resources:

DeVries, R., & Zan, B. (1994). *Moral classrooms, moral children: Creating a constructivist atmosphere in early education*. New York: Teachers College Press.

Paley, V. (1992). *You can't say you can't play*. Cambridge: Harvard University Press,

Piaget, J. (1965). *The Moral Judgement of the Child*. New York: The Free Press, a division of Macmillan Publishing Co., Inc..

There will also be additional readings on Blackboard. I recommend you make copies of these supplementary readings for annotation, study, and reference.

**Note:** Check Blackboard regularly for additional readings

### 4. Course Description:

In-depth exploration of a problem related to the thought, writings, and research that form the theoretical foundations of constructivist approaches to early childhood education.

### 5. Course Objectives:

- 1) Examine the contributions of theorists to understandings of children's development of thought of morality.
- 2) Compare and contrast theoretical perspectives, i.e., socio-historical theory of Vygotsky, constructivist theory of Piaget, and others such as Kohlberg.
- 3) Identify the tasks, observations, and questions used by theorists and researchers to examine social/historical constructivist theory of thought.
- 4) Explore relationships between thought and language suggested by theories and research by recording observations of children.
- 5) Identify theoretical and research questions stemming from the works of researchers on moral development, moral judgment, social choices that may yet be unanswered and are appropriate problems for future research.
- 6) Draw on theoretical perspectives and research to discuss implications for instruction and educational practices in early childhood and throughout schooling.

- 7) Document in-depth understanding by paraphrasing one strand of development (for example, the child's construction of quantity or function of print/ numbers) for others to read and understand.

## 6. Course Content and Schedule:

### TOPICS

Theories of moral development  
Fairness and Justice  
Authority, respect, and autonomy  
Peer interaction  
Methods and analysis for the study of morality  
Children's knowledge of and interest in rules

#### 1. *The moral judgment of the child (Piaget ), Moral classrooms, moral children (DeVries)*

1/11 Introduction to course, topics, and texts – interview someone (child or adult, or both) about rules to a childhood game they might have played. What were the rules? How were the rules conveyed? Did the rules ever change? If so who changed them? Were they different if girls or boys were playing alone? Were they different if different ages were allowed to play together? Who allowed boys and girls, children from different backgrounds (race, class, etc.), children of different ages to play together or separately? Think of more questions on your own. Post questions and comments from your findings online for discussion on Blackboard Discussion Board. I will begin the “blog topic” for discussion with these questions. [Go to Blackboard for this course. Click on Discussion | Rules to the game | Childhood games & rules] Begin posting by Tuesday of next week and as you read chapter 1 that follows.

1/25 The Rules of the Game (Piaget CH1)

Discuss your findings from interviews (for discussion only, but bring notes or audio recordings you may have done). Relate to reading.

2/1 The Rules of the Game (Piaget CH1)

Adult constraint and moral realism (Piaget CH2)

What constraints do adults put on children regarding rules, respect, and fairness?

2/8 Adult constraint and moral realism (Piaget CH2)

What researchable questions can you develop and bring to class to discuss (post on Bb Discussion Board)

2/15\* Adult constraint and moral realism (Piaget CH2)

Moral Children, Sociomoral atmosphere & child development (DeVries CH2 & 3)

2/22 Cooperation and the idea of justice (Piaget CH3)

Due: Topic of research paper

3/1 Cooperation and the idea of justice (Piaget CH3)

3/8\* Cooperation and the idea of justice (Piaget CH3)

Conflict & resolution, Rule-making & decision making, Voting (DeVries CH5, 7 & 8)

#### Mid-semester Spring break (March 15 – 20)

3/22 The two moralities of the child and types of social relations (Piaget CH4)

3/29 The two moralities of the child and types of social relations (Piaget CH4)

4/5 The two moralities of the child and types of social relations (Piaget CH4)

4/12\* Social & moral discussions, Sociomoral Atmosphere of school (DeVries CH 9 & 17)  
Wrap up Piaget & DeVries

2. ***You can't say you can't play (Paley)***

4/19\* The habit of rejection (Paley CH1)  
The inquiry: Is it fair? Will it work? (Paley CH2)

**Rough draft of applied research paper due for peer review** (bring to class two additional copies of your paper)

4/26 The new order begins (Paley CH3)  
It is easier to open the door (Paley CH4)

5/3 ***Online discussion, our last class (I am away at the American Educational Research Association Meeting)***

**Paper due POST ON BLACKBOARD** in assignment dropbox

**7. Course Requirements/Evaluation:**

- 1) All class members are responsible for all readings and should be prepared to discuss the material on the day each chapter is due. For each chapter, **interview a child using methodology discussed in chapters and bring in results and three discussion questions** that you have thought carefully about or perhaps are curious about.
- 2) Each student enrolled in CTEC 8270 will be responsible for leading the discussion for one night (partners are encouraged) using a related reading and any additional sources desired (e.g., interviews, research topic, video, etc.) The dates above \* are those for which two people may sign up. Integrate the authors' viewpoints and focus of the chapters and outside resource that you bring, prepare a handout of the article that you bring (email a pdf file, if available to me and I will post on Bb for others to download), and prepare to lead the first half of the class period in discussion.
- 3) Write a 15-page paper (double-space, 12 point font) on a topic of your choice and approved by Dr. Love. Example topics include: moral development and conflict resolution; juvenile delinquency and moral judgment; peer influence on moral judgment; gangs and early childhood education; rejection, bullying, childhood suicide; moral dilemmas, peer interaction & cognitive disequilibrium, school climate; etc.

We will discuss your interests in topics for research and should be decided no later than Feb. 22. References required: 10 articles (5 empirical articles from peer reviewed journals, remaining may be review articles, or book chapters; only 2 may be conference presentations or proceedings). Paper must be written in APA style, including a title page, headings, and references. Each reference listed in the references must also be cited in the paper.

Requirements and Points	
1. Participation in discussions	10
2. Interviews and discussion questions	15
3. Discussion leader of a related topic to chapter	15
4. Research paper	60

**Grades are assigned as follows:**

A = 90-100  
B = 80-89  
C = 70-79

D = 60-69  
F = 00-59

## 8. Class Policy Statements:

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. If you miss a class because of illness, provide a doctor's statement for verification of sickness and clear the absence with the instructor the day you return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality