



# character development & leadership

## **REQUIRED TEXT**

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Hoedel, Joseph (2017 Edition). *Role Models: Examples of Character and Leadership*

## **PRIMARY OBJECTIVE**

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The main objective of this course is to improve the character and leadership skills of students. We want to immerse students in the study of 18 commonly-valued traits to get them to read about, write about and think about these traits on a daily basis. It is only through this intentional study that emotional, cognitive and behavioral change occurs. To accomplish this objective: (1) students will read about positive role models who exemplify each trait, (2) students will complete essay-type, expository writing assignments and engage in ethical discussions, (3) the use of interactive blogs and current events will reinforce core components of each trait, (4) students will be given different opportunities to apply the concepts of the course to their personal lives, academic competencies and future goals, (5) successful community leaders will pass on their life lessons to the students.

## **SECONDARY OBJECTIVE**

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While the primary goal is to improve character and leadership traits, we want to challenge student to improve reading, writing, public speaking, higher-order thinking and emotional IQ. Ten lesson plans will be utilized to teach 18 character/leadership traits. These lesson plans reflect various learning styles (reading, writing, video, lecture, small and large group discussion, peer learning and technology) and give students multi-faceted ways to learn this subject matter in a meaningful way.

## **COURSE OBJECTIVES**

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- Improve overall development of the student: cognitive, emotional and behavioral.
- Impress upon students the need for stronger character and moral development.
- Improve communication and public speaking skills.
- Develop critical thinking and decision-making skills.
- Encourage students to demonstrate tolerance and respect for other people's viewpoints.
- Build leadership abilities that will help them in school, relationships and careers.
- Enhance study skills and reinforce the importance of education.
- Develop expository writing and public speaking skills through the use of weekly assignments.
- Afford students ample opportunity to apply class concepts to their own lives.

## General Format of the Class

### **ETHICAL MONDAY – QUOTE EXERCISE, ETHICAL DILEMMA AND LECTURE**

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1) Mondays will begin with a **Power Point presentation** to orient the students with the week. Embedded in this PP is the **quote of the week exercise**. The weekly assignment should also be presented at this time. 2) A different **ethical dilemma** will be presented each Monday. Students should first write their responses to the dilemmas (**graded, 7 points possible**) and then discuss their viewpoints in a group format or informal debate. Get your students up and moving around for this. 3) The instructor will spend the second half of Monday **lecturing on the topic of the week**. This lecture usually lasts 30-45 minutes.

### **CHARACTER TUESDAY – CHARACTER MOVIE**

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Each Tuesday a different movie is featured that highlights the character trait of the week. All of the movies are rated PG or PG-13. Specific scenes have been selected to allow students to focus on the character trait without having to watch the entire movie. The scenes from each movie last anywhere from 33 minutes to 61 minutes. Students are expected to remain quiet and pay attention throughout the movie. This is not a time for them to goof off or do homework. Questions for each movie are provided to facilitate class discussion about each movie. The teacher has the option to use the questions as homework if the students are weak in their participation.

### **ROLE MODEL WEDNESDAY – ROLE MODEL READING, QUIZ AND DISCUSSION**

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Each teacher handles this day differently. Some expect students to read the chapter outside of class, others prefer classroom reading. In either form, the quiz (**graded, 12 points possible**) is provided to work on reading comprehension. Quizzes should be collected, graded and returned for immediate feedback. After the quiz is graded, students will read segments selected by the instructor and discuss themes and relevance.

### **LEADERSHIP THURSDAY – LEADERSHIP PRINCIPLE, BASIC SKILL AND CURRENT EVENT VIA BLOG**

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1) Eighteen **leadership principles** are placed on the website for study (use the password till-man). These are 10-15 minute high-interest virtual lectures intended to provide students with a solid overview of what leadership looks like. 2) On the website, there is a **link to the blog**. A video link, commentary and discussion questions are provided about a current event. 3) A **basic skill** is provided each week to address student behavior. This teaches good habits and pro-social manners.

### **ASSIGNMENT FRIDAY – EXPOSITORY WRITING ASSIGNMENT AND PRESENTATION**

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1) Students will complete the weekly assignment, which is usually an **essay-type, expository writing exercise**. Students will take turns **presenting** their written assignments at the front of the class to their classmates (**graded, 20 points possible**). Teachers should focus on writing and public speaking skills.

### **WEEKLY FLOATER**

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Please invite people from the community who can serve as **guest speakers**. These local role models can positively impact the students in ways that the teacher can't. These speakers should pass on their life lessons to the next generation. Please do this on a regular basis.

## Grading for Class

### **FINAL WRITING ASSIGNMENTS – 340 TOTAL POINTS POSSIBLE**

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There will be one written assignment given for each module. **Each assignment is worth 20 points.** Students who hand in an assignment at least 24 hours in advance will receive five additional points. Late assignments will be downgraded five points per day. In other words, if the assignment is handed in one day early, it is worth a maximum of 25 points; on time = max of 20 points; 1 day late = max of 15 points; 2 days late = max of 10 points; 3 days = max of 5 points; anything later than 4 days will receive no credit. When possible, students will verbally present their assignments to the class.

### **ROLE MODEL QUIZZES – 204 TOTAL POINTS POSSIBLE**

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Students will be expected to keep up with chapter readings from the Role Models Textbook. Students will be given a quiz on each chapter. Each quiz is worth 12 points (2 points per question).

### **ETHICAL DILEMMAS – 119 TOTAL POINTS POSSIBLE**

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Students will be graded on the quality of their written work used when answering the ethical dilemma questions and on their participation in the discussions. **Each dilemma is worth 7 points.**

### **INFORMAL WRITTEN WORK – 85 TOTAL POINTS POSSIBLE**

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Almost any of the lesson plans can easily be turned into a written assignment. Because writing should be a focus, please turn either the **character movie, leadership principle, weekly blog or character movie** into a writing assignment worth 5 points. Discussion questions are offered for each.

### **FINAL EXAM – 150 TOTAL POINTS POSSIBLE**

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There will be three final exams given and cumulatively they will be worth 10% of the student's grade.

- 1) For honestly filling out the post-test assessment on-line, students will receive **50 points.**
- 2) A final exam will be given on the *Role Models* textbook. It is worth **49 points.**
- 3) A take-home final with three essay questions will be given. It is worth **51 points.**

### **CHARACTER – 102 TOTAL POINTS POSSIBLE**

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Because character is an essential part of the class, students will be graded on the way they respect others, take responsibility for themselves, maintain a positive attitude, show integrity and so on. **A maximum of 102 points** is possible for the semester. This grade is an agreed upon grade between the teacher & student.

### **BREAKDOWN OF FINAL GRADE**

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Expository Writing Assignments	340 points
Role Model Quizzes	204 points
Ethical Dilemmas	119 points
Informal Written Work	85 points
Final Exam	150 points
Character	102 points
Total Points	1000 points

### **GRADING SCALE**

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930 – 1000 points = A
850 – 929 points = B
770 – 849 points = C
700 – 769 points = D
0 – 699 points = F

## Expectations for Character Development & Leadership Course

- Students who are not in the classroom when the bell stops ringing will be considered late.
- Disruptions in class will not be tolerated. There will be times to listen, times to talk and times to read during this class. Students are expected to know the difference between these times. This class can be a lot of fun, but cooperation is needed at all times.
- Students will show respect for their fellow classmates and their instructor. During the semester, we will routinely discuss our personal values and give opinions on a variety of important subjects. “Put-downs” will not be tolerated! There are many ways to disagree with somebody without criticizing her/him.
- Students have a student workbook and are expected to be prepared for class everyday.
  - By the time role is completed, students should have a pencil/pen on their desk.
  - Bring the student workbook to class every day.
  - Keep up with your readings on the *Role Models* textbook and prepare for those quizzes.
  - You will need to complete your final writing assignment for each unit. While not everyone will be able to provide a formal verbal presentation for each unit, when it is your turn, you should be fully prepared to give one.
- This class is uniquely different from other classes in school. Personal responsibility is stressed. If a student will be absent, he/she is expected to speak to the instructor and submit work early.
- Finally, we all have different attitudes about school. Some love school, others view it as a waste of time and others just try to get by. Students should view this class differently – begin this class with a positive attitude. Every day give your best effort and full attention. Trust the process and you will come out a leader and a role model on the other end!

## Formal Expository Writing Assignments

For each unit, students will be required to complete a final writing assignment. Half of the grade (10 points) is based on the submitted written/typed work. These assignments cannot be graded on a correct/incorrect basis. Therefore, students will be graded on **preparation, thought, thoroughness, length, grammar and quality of work**. Students who hand in an assignment at least 24 hours in advance will receive five additional points. Late assignments will be down-graded five points per day. In other words, if the assignment is handed in one day early, it is worth a maximum of 25 points; on time = max of 20 points; 1 day late = max of 15 points; 2 days late = max of 10 points; 3 days = max of 5 points; anything later than 4 days will receive no credit.

Students will also be graded on their verbally present of their assignments. Class size may not allow every student to present each assignment. It might rotate to every other or in some cases, every third written assignment. If a child cannot provide a verbal presentation (half the grade), the written work becomes the full grade for the assignment.

### GRADING

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Each assignment is worth 20 points. Students will be graded on the quality of their presentation (10 points) and the quality of their written work (10 points). If a student cannot provide a verbal presentation (half the grade), the written work becomes the full grade for the assignment. To earn an A in this course, it is imperative to put forth your best effort on these assignments.

- If a paper is not typed, the highest grade it can receive is an 18.
- If a paper is typed, it cannot receive a grade lower than a 12.
- Students who speak clearly, use eye contact, stand tall and project their voices will receive full credit for their presentation.
- Students who hand in assignments at least 24 hours early will receive 5 extra points.

### CRITERIA FOR PAPERS

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- Papers are to be at least two pages in length (double spaced if typed).
- Papers will use 12-point font with 1-inch margins.
- Papers are to be stapled.
- Cover pages are highly recommended (name, title, date).
- No fancy covers or plastic binders will be needed.
- Headings demonstrate preparation and organization.

## Extra Credit – Book Report

### ASSIGNMENT

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For each unit, you have been reading about a particular role model in your textbook. The author of that book believes these 17 people are positive role models. However, by the midway point of the semester, you should be identifying some people who you think are excellent role models. Your extra credit assignment is to read a biography or autobiography and write a report on this person. Convince your teacher why this person should be considered a role model.

### GRADING

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Students who choose to complete the extra credit book report will receive a maximum grade of 40 points, which is equivalent to two weekly assignments.

### FORMAT

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Each paper will be approximately four typed double-spaced pages in length. In addition, the paper will include a title page consisting of your name, date and person you choose for the assignment. As always, use 12-point font, one-inch margins and headings. Grammar and spelling will be part of your grade. Papers that are not typed will lose 10 points.

To minimize plagiarisms (copying and cheating), students should use the following headings for their paper. If followed, it is very difficult to plagiarize.

### HEADINGS

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This is not a complete list and should not be treated as such. You can adjust the headings to reflect your particular biography. However, these headings should guide you on this assignment, particularly the final two.

- How did this person grow up (city, financial situation, family type...)?
- Discuss the obstacles this person faced while growing up.
- How did this person handle these obstacles?
- Why did this person succeed when so many people fail?
- Who helped this person along the way?
- What kind of values and beliefs did this person have and/or stand for?
- How did this person exemplify positive or negative character?
- What type of positive character traits did this person possess?
- What did this person achieve, and how did she/he achieve it?
- Describe the work ethic of this person.
- What was the lowest point in this person's life, and how did he/she handle it?
- How did this person view and prioritize his/her family?
- Why do you consider this person to be an excellent role model?
- What are the three most important lessons you learned from this person?

**Grades for Course (6 week version)**

	Formal Assignments (20 pts)	Quizzes (12 pts)	Ethical Dilemmas (7 pts)	Informal Writing (7 pts)	Character (102 pts)	
<b>1<sup>st</sup></b>	_____ _____ _____ _____ _____ _____ <u>    /120</u>	_____ _____ _____ _____ _____ _____ <u>    /72</u>	_____ _____ _____ _____ _____ <u>    /42</u>	_____ _____ _____ _____ <u>    /30</u>	<u>    /34</u>	<b>1<sup>st</sup> 6 Weeks</b>  <u>    /298</u> %  1 <sup>st</sup> 6 weeks letter grade _____  <b>2<sup>nd</sup> 6 Weeks</b>
<b>2<sup>nd</sup></b>	_____ _____ _____ _____ _____ <u>    /120</u>	_____ _____ _____ _____ _____ <u>    /72</u>	_____ _____ _____ _____ <u>    /42</u>	_____ _____ _____ _____ <u>    /30</u>	<u>    /34</u>	      <b>2<sup>nd</sup> 6 weeks</b> letter grade _____  <b>3<sup>rd</sup> 6 Weeks</b>
<b>3<sup>rd</sup></b>	_____ _____ _____ _____ _____ <u>no grade</u> <u>    /100</u>	_____ _____ _____ _____ _____ <u>no grade</u> <u>    /60</u>	_____ _____ _____ <u>no grade</u> <u>    /35</u>	_____ _____ _____ <u>no grade</u> <u>    /25</u>	<u>    /34</u>	      <b>3<sup>rd</sup> 6 weeks</b> letter grade _____

**Final Grade**

Final #1 – On-line Survey (50)	_____	Final Exam	<u>    /150</u>
Final #2 – Role Models (49)	_____		
Final #3 – Take Home (51)	_____		<u>    /1000</u>

## Grades for Course (9 week version)

	Formal Assignments (20 pts)	Quizzes (12 pts)	Ethical Dilemmas (7 pts)	Informal Writing (5 pts)	Character (102 pts)	
1 <sup>st</sup>	_____	_____	_____	_____	_____	1 <sup>st</sup> 9 weeks _____ /447 _____%  1st 9 weeks letter grade _____
	_____	_____	_____	_____	_____	
2 <sup>nd</sup>	_____	_____	_____	_____	_____	2 <sup>nd</sup> 9 weeks _____ /403 _____%  2nd 9 weeks letter grade _____
	_____	_____	_____	_____	_____	
1 <sup>st</sup>	_____ /180	_____ /108	_____ /63	_____ /45	_____ /51	
	_____	_____	_____	_____	_____	
2 <sup>nd</sup>	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	
1 <sup>st</sup>	_____	_____	_____	_____	_____	Final Grade _____ /1000
	_____	_____	_____	_____	_____	
2 <sup>nd</sup>	_____	_____	_____	_____	_____	Final Exam _____ /150
	_____	_____	_____	_____	_____	
1 <sup>st</sup>	_____ /160	_____ /96	_____ /56	_____ /40	_____ /51	
	_____	_____	_____	_____	_____	
2 <sup>nd</sup>	_____	_____	_____	_____	_____	
	_____	_____	_____	_____	_____	
<b>Final #1 – On-line Survey (50)b</b> _____ <b>Final #2 – Role Models (49)</b> _____ <b>Final #3 – Take Home (51)</b> _____						