

## ***EDEL/EDSC-1010* | Intro to Education**

Spring 2024

Credit Hours: 2

Course Day, Time, Room Number

### **Instructor Contact Information**

Name

Email

Phone

Office

Office Hours

**UVU School of Education Mission Statement**

The School of Education prepares educators and leaders to enhance the quality of life for individuals and communities. Through engaged pedagogy, transformative collaboration, and meaningful innovations, we cultivate equity and inspire lifelong learning.

### **Course Description**

Facilitates matriculation into professional education programs. Examines the relationships of teaching, learning, motivating, and instructing in classroom settings. Includes observation in public schools to help students understand these relationships and appreciate the role of professional educators in today's society. **Requires substantial commitment of time (15 hours) to off-campus field experiences.**

This course will introduce you to the field of education and the profession of teaching. The purpose of this course is to help you determine if teaching is the right profession for you. We will cover a variety of topics at an introductory or survey level. If you choose to pursue a career in teaching these topics will be covered more in depth in teaching program classes. This class is a prerequisite for entry into the Professional Teacher Education Program at Utah Valley University. You must have a grade of at least a B- in this course in order to be considered for the Professional Teacher Education Program.

Student behavior both during class and outside of class (including on social media) is expected to be professional. Because the topics in this course are sensitive and sometimes difficult to discuss, we will discuss as a group how to create a safe and open environment in our class. I expect our classroom to be a place where people treat each other with respect, where we take risks and share our ideas and opinions, and where we listen carefully to the ideas of others.

Please note that regular monitoring of your UVU-provided email and Canvas is required. Your instructor will contact you through Canvas and/or your official UVU email address. Please check these inboxes often!

### **Course Outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| Upon successful completion of this course, you will be able to: | **Utah Effective Teaching Standards (UETS)** | **UVU SOE Dispositions** | **TAP 3 Standards**  **(Concurrent Enrollment)** |
| Explain pathways to education careers and the knowledge, skills, abilities, and dispositions needed for success. | 5.1-4 | 3a-d; 5a-f | Strand 1 |
| Identify personal and student attributes in order to build relationships and support student development. | 1.1-4; 3.3; 4.1-4 | 1a; 3c-d;  5c, e, f; 6a-e | Strands 1, 2, 5 |
| Utilize theory and content when planning for instruction. | 2.1-4 | 2c; 4d; 6c | Strand 3 |
| Implement effective instructional strategies. | 3.1-4 | 2a, d, e; 6d | Strands 4, 5 |
| Use assessment data to make instructional decisions. | 2.2-3; 3.2 | 2b | Strand 4 |
| Reflect on practice to promote professional growth and advance student learning. | 4.4; 5.2 | 1a-e; 4a-d | Strand 1 |

### **Prerequisites and Needed Skills**

Course Prerequisites: None

Technology Expectations: You will need to be able to access course materials and submit assignments through Canvas, as well as use and create a variety of online products (e.g., slide decks, video/audio recordings). Support is provided for these activities throughout the course. Please reach out if you need any additional support.

### **Materials, Fees and Technology Tools**

Required materials, fees and technology: There is no textbook, required materials, or fees for this course. You must be able to access all course content materials online through Canvas. Please plan to bring a device – preferably a laptop or tablet – to each class session.

Optional materials, fees and technology: None

### **How This Course Works**

This course is designed to orient you to various aspects of education and a career in teaching. The assignments in the course primarily include your reflections on learning and goals, discussions about relevant educational topics, and opportunities to both observe and participate in teaching experiences.

For this two (2) **credit-hour** course you should expect to spend up to **6 hours a week** completing course activities. This should include the required 15-hour field experience you will complete throughout the course. The requirements for this experience will be explained later in the syllabus and in class

**Third Party Usage:**

Several YouTube videos are used throughout the course. Please read their [Privacy policy](https://support.google.com/youtube/answer/10364219?hl=en#zippy=%2Cyoutube-does-not-sell-your-personal-information) and [Accessibility helps.](https://support.google.com/youtube/answer/189278?hl=en)

#### Inclusion Statement

Your experience in this class is important to me. As your instructor, it is my intent to create an inclusive and equitable climate that fosters a safe and successful learning environment. My main goal is to provide you with equal opportunities to succeed in this class. Please feel free to contact me if you would like to talk about any suggestions and/or concerns. If that feels uncomfortable to you, you can also contact the [Inclusion and Diversity Committee](https://www.uvu.edu/inclusion/) to ask for help and support.

**Latino Educators of Tomorrow**

The UVU School of Education has a special mentoring program for students who self-identify as Hispanic/Latino/a/x from their freshman year through graduation. If you would like more information about this program, please contact Professor Axel Donizetti Ramirez in office ME 112T or through email: [Axel.Ramirez@uvu.edu](mailto:Axel.Ramirez@uvu.edu)

### **Responsibilities**

#### **Instructor Responsibilities:**

* *Respond to messages within ONE business day (if received on weekdays). If multiple messages are received regarding the same question or concern, they may be responded to with an announcement to the entire class.*
* *Provide timely, meaningful and constructive feedback on assignments.*
* *Facilitate an effective learning experience.*
* *Refer students to appropriate services for issues that are non-course content specific. For instance, technical issues, writing labs, accessibility services, etc.*
* *Mentor students through the course.*

#### **Student Responsibilities:**

* ***Start class the first week of the term.***
* ***Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates.***
* *Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, etc.). Learn how to use Microsoft Teams to hold video/voice meetings, post chats, and retrieve files. If you have technology-related problems, contact the Service Desk.*
* *Abide by ethical standards. Your work must be your own.*
* *Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.*

#### **Attendance Policy:**

This is a face-to-face discussion and activity-oriented class—the learning comes through participation in those activities and discussions, not through the content alone. Class sessions provide opportunities for you to ask questions, interact with your peers and instructor, and dive deeper into course concepts.

Please plan to attend all classes. You are preparing for a profession in which your daily presence is imperative to the success of your students, and your class attendance begins to represent that commitment. At the same time, each of us lives in unique contexts that may require an occasional absence. Please inform me in advance if you will miss a class. You are responsible for making up any missed assignments if you are absent.

*Please note: If you need to miss more than two class sessions, you will be asked to contact UVU Accessibility Services to determine appropriate accommodations.*

**Cell Phones:** If you are expecting an urgent call, please excuse yourself and take it in the hallway. Because you cannot participate fully in course discussions or other class activities while texting or using your cell phone, consistently doing so will negatively impact your participation points.

### **Grading and Late Work Statement**

#### **Grading Scale:**

The following grading standards will be used in this class:

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade** | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |
| **Percent** | 94-100 | 90-93 | 87-89 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 67-69 | 63-66 | 60-62 | 0-59 |

#### **Assignment Categories**

|  |  |  |
| --- | --- | --- |
| **Activity** | **Points Possible** | **Objectives** |
| **Orientation Activities** | **20 points** (10 points each) | N/A |
| **Attendance & Participation Exit Tickets** | **180 points** (15 pts each) | CLO, UETS, & TAP 3: All |
| **Class Notebook** | **Ungraded**: Can be used for class assignments and final reflection | CLO: 1, 2, 3, 5, 6  UETS: All  TAP 3: PS 2 & 5; 1.1; 2.1-3;  3.1-2; 4.1-3; 5.1 |
| **Field Experience Assignments** | **150 points**  Field Experience Time Log (60 pts)  Assignments (40 pts)  Presentation (50 pts) | CLO: 1, 2, 6  UETS: 1, 4, 5  TAP 3: PS.1 & 5 |
| **Small Group Lesson: Plan, Teach, Reflect** | **100 points**  Plan and Reflect (30 pts each)  Teaching Video (40 pts) | CLO: 3, 4, 5, 6  UETS: 2, 3, 5  TAP 3: PS. 3 & 4; 3.3-4 |
| **Philosophy of Education** | **150 points**  Parts 1-2 (50 pts each)  Final Presentation (50 pts) | CLO: 1, 2, 6  UETS: All  TAP 3: PS.1 & 5 |
| **Final Reflection** | **50 points** | CLO, UETS, & TAP 3: All |
| **TOTAL** | **650 points** |  |

\*CLO = Course Learning Objective; UETS = Utah Effective Teaching Standards; TAP 3 = Teaching as a Profession 3 Course Standards

#### **Late Work Statement:**

Please see Canvas and the course schedule for assignment due dates. All assignments are provided well before the due dates to ensure you can complete them on time. You will be most successful in the course by completing all required work each week. Because I recognize that sometimes things happen, late work is accepted provided you (1) communicate in a timely, professional way with the instructor and (2) complete and submit the assignment by the new deadline agreed upon with the instructor.

### **Assignment and Assessment Descriptions**

#### **Assignments:**

**Orientation Activities** (20 points)

*Syllabus Scavenger Hunt* (10 points): A 5-question, open-syllabus “quiz” to demonstrate that you have read and understood key aspects of the policies and procedures of the course

*Getting to Know You Form* (10 points): A brief online survey that allows the instructor to get to know you and better tailor the course to your specific needs

**Attendance & Participation Exit Ticket** (180 points)

Most of the learning for this class will take place during our in-person class meeting times each week. Giving a score for your attendance and participation in the course makes it so that you do not have to turn in every single assignment we do in class. Punctuality and a high attendance rate are essential requirements for successful completion of this course. You will receive full points (15 points) for each class if you are on time, stay for the full class period, engage in learning activities and interactions throughout the class period. At the end of each class period, you will complete an exit ticket check to share your learning and communicate with the instructor.

**Class Notebook** (Ungraded - Can be used to help with all assignments and assessments)

Throughout the course, you will complete a structured notebook that includes key ideas you learned from each module's content articles and videos (including the classroom observation videos). You can also reflect on what is needed to become a successful educator and how your own experiences and ideas shape the type of educator you would like to become. The prompts and requirements for the notebook entries each week will be available through a shared notebook.

**Field Experience Log & Reflection** (100 points)

During this course you will complete a 15-hour field experience in a K-12 classroom or classrooms of your choice or in other approved educational settings. You will record the time you spent on a log you will submit through Canvas once you have completed the hours. You will also complete assignments related to your experiences and learning.

* 15 hours of service learning in a K-12 classroom or similar instructor-approved experience (60 points – 4 points per hour)
* Completed Assignments (40 points)
* Presentation (50 points)

#### **Assessments:**

**Small Group Lesson** (100 points)

In the second half of the semester, you will select, plan (30 points), teach (40 points), and reflect (30 points) on a short lesson (7-10 minutes). You will choose a topic, grade level, and content area you are interested in teaching for your lesson. You will teach your lesson to a small group of classmates near the end of the semester. You will also complete a reflection on your teaching after you have taught the lesson.

**Philosophy of Education** (100 points)

Throughout the course, you will be reflecting on your learning and developing your own philosophy of education in two parts (50 points each) related to the content we are studying. Your philosophy can be a written paper, digital artifact, or video. You will present your philosophy to the class or groups of classmates near the end of the semester (50 points).

**Final Reflection** (50 points)

As the final for this course, you will complete a structured reflection about your learning throughout the course and your future plans.

### **Course Schedule**

Please see the course schedule at the end of this syllabus. Please note that the contents of this syllabus and the course schedule are subject to change as determined by the instructor. Changes in course content, due dates, etc. will be communicated via Canvas, email, and/or in class.

### **UVU Policies & Resources**

[Policies and Procedures](https://www.uvu.edu/otl/students/policiesandprocedures.html)

[Student Success Resources](https://www.uvu.edu/otl/students/index.html)

[Accessibility Services](https://www.uvu.edu/accessibility-services/)

#### **Accommodations/Students with disabilities Statement**

**Americans with Disabilities Act and Section 504 of the Rehabilitation Act**

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, as amended, prohibit Utah Valley University from engaging in discrimination on the basis of disability in any program or activity. Discrimination is also prohibited in all aspects of employment against persons with disabilities who, with reasonable accommodation, can perform the essential functions of a job.

Students who believe they have been denied program access or otherwise discriminated against because of a disability are encouraged to initiate a grievance by contacting the Accessibility Services Director, Sherry Page at 801-863-8747. Employees can contact the ADA Coordinator, Irene Whittier at 801-863-8389.

Upon request, this information is available in alternative formats, such as mp3, Braille, or large print. To request this format, email [asd@uvu.edu](mailto:asd@uvu.edu).

**Accessibility Services Statement**

Students needing accommodation due to a disability including temporary and pregnancy accommodations may contact the UVU Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747. Accessibility Services is located on the Orem Campus in LC 312.

#### **Academic Integrity Statement**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in[UVU Policy 541: *Student Code of Conduct.*](https://policy.uvu.edu/getDisplayFile/5bedd0ef7b23736d542192e3)

**Definitions and Examples:**

### [Academic Integrity](https://uvu.instructure.com/courses/583763/pages/syllabus?module_item_id=11805432#kl_panel_0)

### [Cheating](https://uvu.instructure.com/courses/583763/pages/syllabus?module_item_id=11805432#kl_panel_1)

### [Plagiarism](https://uvu.instructure.com/courses/583763/pages/syllabus?module_item_id=11805432#kl_panel_2)

### [Fabrication](https://uvu.instructure.com/courses/583763/pages/syllabus?module_item_id=11805432#kl_panel_3)

We would like to acknowledge the following institutions: Northeastern University, University of Jamestown, Washington University in St. Louis, and UVU's Woodbury School of Business. This statement uses or adapts parts of their academic integrity statements or used them for inspiration.

#### **Religious Accommodation Statement**

UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event.

The UVU campus has [a place for meditation, prayer, reflection, or other forms of individual religious expression](https://www.uvu.edu/interfaith/reflectioncenter/index.html) as is described on their website.

#### **Equity and Title IX Statement**

Title IX states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Students who believe they have been excluded from participation in, denied the benefits of, or discriminated against because of their sex may contact the EO/AA office to make a report, ask questions, or share concerns by email at: [titleix@uvu.edu](mailto:titleix@uvu.edu), in-person at BA-203, or by phone at: (801) 863-7999. To learn more about the Equity and Title IX office please visit us online at: <https://www.uvu.edu/equityandtitleix/>

### **EDEL/SC 1010: Introduction to Education**

### **Course Schedule**

Please note: The instructor reserves the right to adjust the schedule, assignments, and objectives to meet the course outcomes if needed. Notifications of changes will be made via Canvas, email, and/or in class.

|  |  |  |  |
| --- | --- | --- | --- |
| Module | Topics | Content(To Read & WatchBEFORE Class) | Assignments |
| Overview Module | * Welcome * Course Overview * Introduction to the Field Experience (Service Learning) | * Look through the Canvas Course * Skim the Syllabus & Course Schedule | **Submit by midnight the day of class:**   * Getting to Know You Form * Syllabus Scavenger Hunt |
| Module 1 | * Roles in Education * Benefits & Challenges of Teaching * Intro to the Class Notebook * Disposition 1: Self-Efficacy (c-e); Disposition 4 (a, b) | * *25 Reasons to Get Excited about Teaching* | Notebook Page: Becoming an Educator  **Submit by midnight the day of class:**   * Exit Ticket |
| Module 2 | * Utah Effective Teaching Standards * Portrait of a First Year Teacher * Educator Attributes & Dispositions * Educational Ethics * Disposition 1: Self-Efficacy (a, b); Disposition 5: Emotional Intelligence (a, b, f) | * *Want to Become a Better Teacher? Put Your Students Before the Content* | Notebook Page: Educator Attributes and Dispositions  **Submit by midnight the day of class:**   * Exit Ticket |
| Module 3 | * Purposes of Education and Schooling * Learning and Teaching * Dimensions of Diversity * Equity in Education * Disposition 3: Ethical/Professional (a, e); Disposition 6: Educational Equity (b, d) | * What is Education For? (Robinson & Robinson, 2022) * Classroom Observation Video(s): Diversity & Equity | Notebook Page: Purposes of Education  **Submit by midnight the day of class:**   * Exit Ticket |
| Module 4 | * Establishing a Positive Learning Environment * Building Relationships * Classroom Management * Physical Environments * Disposition 3: Ethical/Professional (c); Disposition 6: Educational Equity (e) | * *Six Strategies for Building Better Student Relationships* * Classroom Observation Video(s): Learning Environments | Notebook Page: Learning Environments  **Submit by midnight the day of class:**   * Exit Ticket |
| Module 5 | * What is Pedagogy? * Curriculum Definition * Common Instructional Theories * What Should be Taught? * Disposition 2: High Expectations (e); Disposition 4: Reflective Practitioner (d) | * *5 Common Teaching Practices I'm Kicking to the Curb* (Gonzalez, 2015) * *10 Questions to Ask Yourself to Design Your Educational Philosophy* (Lewis, 2020) | Notebook Page: Pedagogy, Curriculum, & Instructional Theories  **Submit by midnight the day of class:**   * Exit Ticket |
| Module 6 | * Content Standards * Learning Objectives * Utah High Quality Instructional Cycle * Intro to the Lesson Assignment * Disposition 2: High Learning Expectations (a, c) | * *Backwards Design: The Basics* (Gonzalez, 2020) * Classroom Observation Video(s): Standards | Notebook: Content Standards  Submit by **midnight the day of class**:   * Exit Ticket |
| Module 7 | * Formative & Summative Assessment * Assessment Use * Equity in Assessment * Disposition 2: High Learning Expectations (b) | * *Assessing for Equity* (Milner, 2018) * Classroom Observation Video(s): Assessment | Notebook: Assessment  Submit by **midnight the day of class**:   * Philosophy of Education Part 1 |
| Module 8 | * Instructional Strategies * Asset-based pedagogies * Disposition 6: Educational Equity (a, c) | * *Shifting the Paradigm from Deficit Oriented Schools to Asset Based Models* (Renkly & Bertolini, 2018) * Classroom Observation Video(s): Instructional & Asset-Based Strategies | Notebook: Instructional Strategies  Submit by **midnight the day of class**:   * Lesson Plan |
| **Spring Break: Mar. 11-15**  No Classes | | | |
| Module 9 | * Differentiating Instruction * Adaptations and Accommodations * Accessibility * Building Awareness of Difference/Inclusion * Disposition 6: Educational Equity (d, e) | * Classroom Observation Video(s): Differentiation | Notebook: Differentiation  Submit by **midnight the day of class**:   * Exit Ticket |
| Module 10 | * Communication and Relationships with Families * Advocating for students, educators, and the profession * Disposition 5: Emotionally Intelligent (c, d) | * *Teaching Basics 101: Communicating with Parents* * Classroom Observation Video(s): Families & Advocacy | Notebook: Families & Advocacy  Submit by **midnight the day of class**:   * Exit Ticket |
| Module 11 | * Lesson Teaching * Disposition 2: High Learning Expectations for Each Student (b, d); Disposition 4: Reflective Practitioner (c) | * Be prepared to teach your lesson to a small group in class. | Submit by **midnight the day of class**:   * Lesson Teaching (graded in class - no submission) * Lesson Reflection |
| Module 12 | * A History of Education and Schooling in the U.S. * Government Role in Education * Funding Schools * Important Legislation | * *Why Understanding the Historical Purposes of Modern Schooling Matters Today* (Qargha & Morris, 2023) | Notebook: History of Education  Submit by **midnight the day of class**:   * Philosophy of Education Part 2 * Presentation |
| Module 13 | * Educator Pathways and Journeys * Course Wrap Up * Review Dispositions | * *My Journey to Becoming an English Teacher* * *I Didn't Want to be a Primary School Teacher* AND/OR *My Journey to Becoming a Teacher* videos | Submit by **Wednesday, Apr. 24 at midnight**:   * Field Experience Assignments (can be turned in as soon as you complete it during the semester) * Presentation |
| Finals Week: Apr. 25 - May 1  Submit **by Sunday, Apr. 28 at midnight:** Online Final Reflection  (There will not be an in-person final exam for this course.) | | | |