![UVU Utah Valley University logo]

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: EDEL
Course Title: Introduction to Education-Online

Year: 2025
Course and Section #: 1010-X02
Credits: 2 Credits

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 to off-campus field experiences.

Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
☒ Other: Service Learning Course

Instructor Information

Instructor Name: Kelly Bruce Glynn | Professor Bruce Glynn

Student Learning Outcomes

1. Explain pathways to education careers and the knowledge, skills, abilities, and dispositions necessary for success.
2. Identify personal and student attributes in order to build relationships and support student development.
3. Utilize theory and content when planning for instruction.
4. Implement effective instructional strategies.
5. Use assessment data to make instructional decisions.
6. Reflect on practice to promote professional growth and advance student learning.

Course Materials and Texts

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.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Assignments:

Orientation Activities (10 points)

Syllabus Scavenger Hunt (5 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 survey that allows the instructor to get to know you and better tailor the course to your specific needs

Instructor Check In (30 points)

Three times during the semester, you will complete a five-question check in (2 points each) to help you manage the course workload, 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 will also have the opportunity to 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 Assignments (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)

Discussions:

You will participate in seven discussions during the semester (15 points each = 105 points total). Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. It is okay to disagree in a discussion. In fact, much learning happens when we disagree. However, we need to be respectful and keep our online classroom a safe place to learn.

Specific instructions for each discussion will be included in Canvas. The first due date for discussions corresponds with the date that your initial post should be completed and will generally be on Monday at 11:59 PM. There are two instances where a holiday falls on a Monday. In this instance initial discussion posts are due by Tuesday at 11:59 PM. The second due date will be that Wednesday at 11:59 PM which requires responses to classmates' posts.

Assessments:

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. For the online course, you will write a short lesson plan and then

create a video recording of your lesson to submit. 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.

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.

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

Required or Recommended Reading Assignments
- 25 Reasons to Get Excited about Teaching (Rodriguez, 2022)
- Portrait of a First Year Teacher
- UVU SOE Dispositions
- Want to Become a Better Teacher? Put Your Students Before the Content (Ferlazzo, 2022)
- What is Education For? (Robinson & Robinson, 2022)
- Why Understanding the Historical Purposes of Modern Schooling Matters Today (Qargha & Morris, 2023)
- The Science Behind Classroom Norming (Finley, 2014)
- Six Strategies for Building Better Student Relationships (Woodard, 2019)
- 5 Common Teaching Practices I'm Kicking to the Curb (Gonzalez, 2015)
- 10 Questions to Ask Yourself to Design Your Educational Philosophy (Lewis, 2020)
- Backwards Design: The Basics (Gonzalez, 2020)
- How to Make Sure Grades are Meaningful and Useful to Students (Rablin, 2020)
- Assessing for Equity (Milner, 2018)
- 30 Instructional Strategies Examples for Every Type of Classroom (Staake, 2023)
- Shifting the Paradigm from Deficit Oriented Schools to Asset Based Models (Renkly & Bertolini, 2018)
- Three Tips to Make Any Lesson More Culturally Responsive (Hammond, 2015)
- How to Make Your Physical Education Class More Inclusive (2021)
- Six Steps to Partner with Diverse Families (Buchanan & Buchanan, 2017)
- 15 Smart Ways to Prevent Teacher Burnout that Really Work (Adams, 2019)
- History and Evolution of Public Education in the US (Center on Education Policy, 2022)
- My Journey to Becoming an English Teacher (Bruck 2019)

General Description of the Subject Matter of Each Lecture or Discussion

Overview Module	• Welcome

	• Course Overview • Introduction to the Field Experience (Service Learning) • Disposition 3: Ethical/Professional (b, d)
Module 1	• Roles in Education • Benefits & Challenges of Teaching • Intro to the Class Notebook • Disposition 1: Self-Efficacy (c-e); Disposition 4 (a, b)
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)
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)
Module 4	• Establishing a Positive Learning Environment • Building Relationships • Classroom Management • Physical Environments • Disposition 3: Ethical/Professional (c); Disposition 6: Educational Equity (e)
Module 5	• What is Pedagogy? • Curriculum Definition • Common Instructional Theories • What Should be Taught? • Disposition 2: High Expectations (e); Disposition 4: Reflective Practitioner (d)
Module 6	• Content Standards • Learning Objectives • Utah High Quality Instructional Cycle • Introduction to the Mini-Lesson • Disposition 2: High Learning Expectations (a, c)
Module 7	• Formative & Summative Assessment • Assessment Use • Equity in Assessment • Disposition 2: High Learning Expectations (b)
Module 8	• Instructional Strategies • Asset-based pedagogies • Disposition 6: Educational Equity (a, c)
Module 9	• Differentiating Instruction • Adaptations and Accommodations • Accessibility • Building Awareness of Difference/Inclusion • Disposition 6: Educational Equity (d, e)
Module 10	• Lesson Teaching

	• Disposition 2: High Learning Expectations for Each Student (b, d); Disposition 4: Reflective Practitioner (c)
Module 11	• Communication and Relationships with Families • Advocating for students, educators, and the profession • Disposition 5: Emotionally Intelligent (c, d)
Module 12	• A History of Education and Schooling in the U.S. • Government Role in Education • Funding Schools • Educator Pathways and Journeys • Course Wrap Up

Required Course Syllabus Statements

Generative AI
adapted from Temple University statement on AI in classes.

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:
- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:
- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](#) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](#)

DHH is located on the Orem Campus in BA 112.

Academic Integrity
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*](#).

Equity and Title IX
Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status,

pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.