Master Course Syllabus

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

Semester: Spring
Year: 2025
Course Prefix: EDUC
Course and Section #: 6400 X01
Course Title: Foundations of Civic Education
Credits: 3

Course Description

Introduces students to the fundamental concepts in civic education. Examines philosophical foundations of civic education in American schools as well as current social and cultural conditions as they affect constitutional government, ordered liberty, and rule of law. Explores curriculum materials and methods of civic education, designing for the development of civic knowledge, skills, dispositions, and virtues. Examines the underpinnings of individual commitment to civic life, developing a personal civic philosophy and considering how those influence decisions in the classroom. Provides opportunities for students to strengthen their ability to read carefully, think critically, and engage in civil discourse through speech and writing.

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: Requirement for teaching track in MA in Constitutional Literacy, Civics, and Law

Instructor Information

Instructor Name: Lisa Halverson

Student Learning Outcomes

1. Identify elements of civic education.
2. Analyze the connections between civic education and constitutional government.
3. Create a personal civic teaching philosophy.
4. Evaluate local and contemporary issues using civic education language.
5. Develop civic education curriculum that promotes civic knowledge, skills, dispositions, and virtues.

Course Materials and Texts

- *The Book of Obligations: The Ten Habits of Good Citizens*Links to an external site. by Richard Haass.
- *Raising the Eleventh Pillar: The Ratification Debate of 1788*Links to an external site. by John Patrick Coby

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Course Requirements

Course Assignments, Assessments, and Grading Policy

Assignment & Assessment Categories

3-2-2-1 Reflection (CLO 1, 2, 4, 5) (20% of total grade)

Unless otherwise noted, for every reading assigned please complete a reflection using the following informal format:

- A 3-sentence summary of the text
- A 2-sentence reaction to the text
- 2 meaningful quotes from the text, with brief explanation of meanin
- 1 authentic question based on the text

There will usually be more than one 3-2-2-1 Reflection due every week, as there will be more than one reading – primary source readings, *Bill of Obligations (BoO)* chapters, scholarly articles, and other expected readings and viewings – **due each week by 11:59 pm Saturday**.

Weekly Quizzes (CLO 1, 2, 4, 5) (7% of total grade)

- These will be **low-stakes and brief** (2-5 questions) and open-book (but of course not open-AI). They will cover lectures, readings, the syllabus (Week 1), and other expected understandings in the course. Sometimes an open-ended question might ask you to make connections between readings. Due Saturdays 11:59 pm.

Teaching Philosophy of Civic Education (CLO 1, 2, 3) (7% of total grade)

- **Original**: Early in the semester, create a model of civic commitment and civic involvement. Think of this as a teaching philosophy -- seen through the lens of civic education -- both as our course has discussed thus far and drawing upon information from your other MACGCL courses (which have focused on constitutional government, ordered liberty, and the rule of law). 300-500 words and double-spaced.

- Update at **end of semester**: Close to the end of the semester, update your teaching philosophy of civic education. Is your understanding of civic education -- and your role in it -- any more nuanced from your learnings this semester?

***Bill of Obligations* (BoO) *Culminating* Project** (CLO 1, 3, 4) (10% of total grade)

Identify one obligation from *BoO* to create a lesson plan including:

- How do you define this obligation? Can draw on *BoO* (cite) or define on your own. Is this a skill, a disposition, knowledge, or a virtue?
- Why is this obligation important to cultivate? Personal, school, community, state, national, even international levels?
- How can this value be promoted by civic education? Give a sample lesson that explains the two points above and includes:
    - 2+ primary sources that reflect this value

- 1 - 2 Discussion questions

11th Pillar (Simulation) (CO 1, 2, 4) (10% of total grade)

- Readings will require 4-3-2-1 and a Quiz
- Participation
- Faction Speech or Moderate Reports

Local Issues Reflection (School Board) (6% of total grade)

- Explore a local civic issue in your school district. Attend one school board meeting that addresses this issue.
- In a 2-page paper, summarize the issue(s) and opinions expressed, as well as any voting results, and your own opinion on the issue. Why was this a civic issue? How can better civic understanding address the issue? (Use the language of civic education and *BoO* obligations in your reflection.)

Contemporary Issues Presentation (10% of total grade)

- Select a contemporary civic issue that affects your teaching and/or students today. (Do not choose the same issue that you focused on in the Local Issues Reflection.) (*See list in assignment [add hyperlink]). You may choose a **different** issue but please run it by me weeks in advance.)
- Create a 5 - 8 minute video presentation (recorded here [add hyperlink]) that addresses:
  - A summary of the issue including how this issue affecting educational practice (civically, socially, culturally and/or politically).
  - An overview of the major perspectives/sides to this issue.
  - A lesson plan description of how this issue might be addressed through civic understanding and education (KSDV).
  - 1 - 2 discussion questions on this topic. (Respectful of various perspectives.)
- Listen to the presentations of at least 4 of your colleagues. Fill out the Notes assignment.

Final Civic Education Project (30% of total grade)

- Select subject matter that you will teach in your class, expanded with learnings from this course
- Create a 10 - 12 minute video presentation OR write a 5-6 page (double-spaced) paper outlining how you will teach this content, including:
  - Clear statement about the content to cover, including which state standards it meets.
  - Explanation of how you will address civic knowledge, skill, dispositions and virtues, and connecting to *BoO*
  - Explanation of how 2+ primary sources that do not necessarily portray the same perspective can be used to understand the content with nuance.
  - Explanation of how you could create a simulation or an academic service learning activity for this content.
  - 3 - 4 Discussion questions to explore issues of this content.

Grading Scale:

The following grading standards will be used in this class:

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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
The two required textbooks plus selected readings as seen in Canvas.

General Description of the Subject Matter of Each Lecture or Discussion
This is an asynchronous online course. Lectures are given for each major reading assignment. Work is submitted online. Anything synchronous (such as a video chat with the professor) will be done at a time chosen by the student. There are weekly **deadlines** and late work is not accepted without professor approval.

Required Course Syllabus Statements

Generative AI
AI programs cannot replace human creativity, originality, and critical thinking. Writing, thinking, and researching are **civic skills** you must develop over time as part of developing your own individual voice. In addition, as stated in UVU's Student Rights and Accountabilities. page, each student is expected to maintain the **civic dispositions and virtues** of "absolute integrity and high standards of individual honesty in academic work, and to observe a high standard of conduct for the academic environment."

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 Gemini, etc.) **is permitted** in this course for the following activities:

- Brainstorming and refining your ideas or 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 <u>not</u> 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 must indicate what work is the student's work and what part is generated by AI. In such cases**, no more than 25%** of the student work should be generated by AI (simply rewording AI's output is **not** generating your own content).
If any part of this is confusing or unclear, reach out to me before submitting your work.

**Adapted from Hilary Hungerford of UVU and the Temple University statement on AI in classes.*

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.