EDEC 3613.002
Fall 2020
Introduction to Early Childhood Education
University of North Texas
Department of Teacher Education and Administration

Instructor: April Larremore, Ed.D. [she/her/hers]
Course Meets: Online asynchronously via Zoom on Wednesday, 5:30-8:20pm
                               (not mandatory-see explanation *on p. 2 under "Course Structure"*)
Office Hours: I am available Monday-Friday by appointment
E-mail: April.Larremore@unt.edu (24-hour response, except on weekends)
Note on email: When you email, include EDEC 3613 in the subject line.

LIVING AND LEARNING IN THESE TIMES

These are challenging times given the effects (known and unknown) of COVID-19, economic instability, and given the current pain and trauma related to centuries of racial injustice. Each of us is impacted by these issues directly or indirectly to varying degrees, and I am fully aware that this may at times impact your engagement with this course. This syllabus represents one possibility for engaging in these ideas and meeting the course objectives. As our short time together unfolds, we may have to shift how we do things so that first and foremost, your physical and emotional well-being are taken care. ***All I ask is that you communicate with me about your needs (to the extent that you want to share) so that I may better support you.***

NOTE: THIS STATEMENT IS ADOPTED FROM DR. DJANGO PARIS, UNIVERISTY OF WASHINGTON

OVERVIEW

This course provides you with an introduction to the study of children and childhoods. We will undertake this through the **sociology of childhood** as a way to emphasize a dynamic relational approach to understanding children. This model assumes that childhood is a structural form and that children are active social agents who *impact, and are impacted by,* society and their social surroundings. Over five weeks we will engage in the study of children and childhoods, and my hope is that you will walk away from the class seeing the complexity of young children. Children do not exist for us to manage, impart our wisdom, and instruct; to be a teacher means to see children as worthy of our study, thought, care, and generous interpretation. We have much to learn from children, if we only allow ourselves to be in a position of uncertainty, of questioning, and of needing to know more about them.

REQUIRED TEXT

There are no required texts for this course. All readings can be found on Canvas.

OBJECTIVES

By the end of this course, you should be able to:
1. Read and analyze, from a sociological perspective, children and childhoods;
2. Co-create an ongoing archive of childhoods that contributes to understanding childhoods as multiple, complex, and shifting as a result of individuals' situated lives within time/space;
3. Develop skills of observation and interpretation through an introduction to ethnographic anecdotes;
4. Read and interpret children's play and exploration through multiple perspectives, from traditional developmental theories to ecological and sociocultural models;
5. Apply concepts from the sociology of childhood to children's culture and play (e.g. childhood as a structural form, play as a mode of interpretative reproduction, children's use of secondary adjustments, etc.);
6. Account for children's perspectives on matters that they have knowledge of and the issues that affect them;

COURSE STRUCTURE

The course will **primarily meet asynchronously online** (at your own pace during the week). We will also meet every Wednesday via Zoom during our scheduled class time from 5:30-8:20 pm. The course is structured as weekly modules that you can work through at your own pace. Each module is to be completed by the end of the week on Sundays by 11:59 pm. Each new module will be posted on Sunday night.
Modules include
- Readings and/or videos
- Recorded power point presentations
- *Online discussions
- *Reflections/responses (written and/or audio submissions depending on the prompt)
*Each week's discussions and reflections/responses are graded (see section on grades for further clarification) and require that you engage with the readings/videos and power point presentations. Each module has a "directions page" that explains the steps to complete the module.

Thursday Zoom meetings are not mandatory but are encouraged. The purpose of these meetings will be to check in about content that is confusing, get clarifications on assignments, and to have some form of community and social connection during our semester online. This space will evolve based on your needs, so PLEASE do let me know what will be helpful to you throughout the semester. ***These sessions will not be recorded***.

COURSE ASSIGNMENTS

Further details will be provided about the assignments during the semester.

Theories of childhood assessment: This is comprised of questions related to the big ideas we explore related to conceptualizing childhood. Your responses should reflect your understandings of the course content from the text and from class lectures/discussions. [50 points]

Childhoods across generations interview & analysis: You will interview a person *at least* 15 years older than you to better understand their childhoods, including the local and global systems that influenced their developing and being in the world. [50 points]

Archive of childhoods: Across the semester, you will gather "artifacts" related to various aspects of childhood across time and space that we will explore. Each artifact includes a media representation (picture/audio/video) and an annotation explaining your artifact. The six artifacts include: 1) the interviewee's childhood; 2) your childhood ; 3) your family (traditions, memories and/or practices); 4) a pop culture phenomenon from your childhood; 5) a contemporary pop culture phenomenon of children today; and 6) a larger social issue that affects childhoods. This assignment will be developed across the course of the semester, with opportunity for you to receive feedback.
 [120 points- 20 points each]

Final course reflection: This 3-page double-spaced reflection will take into your assignments, learning engagements, readings and weekly meetings. In this reflection, you will summarize 3 big concepts that you have developed an understanding of, and for each explain how these will impact your work with children. In your reflection, you must make reference to key terms/concepts from the course and at least two course texts (readings/videos). This reflection can be in the form of a paper, power point presentation, poster, or alternative format that must be approved by the instructor.
[50 points]

Learning engagements: Learning engagements are the "work" that you submit while working your way through the material for each module. Work includes reflections, discussions posts (written, audio or video using Canvas, Padlet, Pear Deck and/or Flip Grid), exit tickets. This work is designed to scaffold your learning and also help me informally assess your ongoing understandings and questions. Learning engagements ae due by Sunday 11:59pm, prior to the start of each new module. My suggestion is to work on each module over the week and not do it all at once. Since there will be meetings on Thursdays to review content, readings and materials, it would be a good idea to have at least half of the module completed by Thursday.

COURSE EVALUATION

Assignment	Points
Learning Engagements (14)	280
Theories of Childhood assessment	50
Interview assignment	50
Archive of childhoods posts (6)	120
Final Reflection	50
TOTAL:	550

COURSE GRADING SCALE

A = 495-550 points   (90%-100%)
B = 400- 494 points   (80%-89%)
C = 350- 390 points   (70%-79%)
D = 300-349 points   (60%-69%)
F = <3349 points   (<59%)

COURSE SCHEDULE

(PLEASE NOTE THE INSTRUCTOR MAY CHANGE THE SCHEDULE BASED ON COLLECTIVE NEEDS & INTERESTS OF STUDENTS. PLEASE FOLLOW CANVAS FOR UPDATES AND CHANGES).

Week 1	Tuesday August 25, 2020	Course overview & Unpacking our ideas about childhood
	Thursday August 27, 2020	*Watch Voices of Children*
Week 2	Tuesday September 1, 2020	Introduction to Critical Childhood Studies--- a departure from developmental psychology and traditional notions of socialization
	Thursday September 3, 2020	*Read Thomas (2018) Sociology of Childhood*
Week 3	Tuesday September 8, 2020	Childhood as a structural form & interpretive reproduction
	Thursday September 10, 2020	Introduction to peer culture *Read Corsaro (2018) The Structure of Childhood & Children's Interpretive Reproductions*
Week 4	Tuesday September 15, 2020	Childhoods across time, place and space
	Thursday September 17, 2020	*Read Valkanova (2018) Childhood Through the Ages*
Week 5	Tuesday September 22, 2020	Discourses and Representations of Childhood
	Thursday September 24, 2020	*See Canvas for materials*
Week 6	Tuesday September 29, 2020	Studying Childhoods- The Art and Craft of Listening to Children
	Thursday October 1, 2020	*Read Paley (2007)*

		Theories of Childhood Assessment due Thursday, October 1st by 11:59 pm

Week 7	Tuesday October 6, 2020	Children and Families
	Thursday October 8, 2020	*See Canvas for materials*
Week 8	Tuesday October 13, 2020	Children's Peer Culture: Popular Culture
	Thursday October 15, 2020	*See Canvas for materials*
Week 9	Tuesday October 20, 2020	Popular Culture and Public Pedagogy Children and Consumerism
	Thursday October 22, 2020	*Watch Mickey Mouse Monopoly*
Week 10	Tuesday October 27, 2020	Children's Peer Culture: Sharing & Participation in Peer Culture
	Thursday October 29, 2020	Corsaro (2003) "*We're friends, right?*" Sharing & social participation in kids' culture (chapter 2) via library **Childhoods Across Generations Interview due Thursday, October 29th by 11:59 pm**
Week 11	Tuesday November 3, 2020	Children's Peer Culture: Control and Conflict in Peer Culture
	Thursday November 5, 2020	*Corsaro (2003) "Arriva La Banca" Kids' secondary adjustments to adult rules (chapter 2) via library*
Week 12	Tuesday November 10, 2020	Play: The work of children
	Thursday November 12, 2020	*Paley (2004) (Select readings from book A Child's Work: Importance of Fantasy Play)*
Week 13	Tuesday November 17, 2020	Issues of Childhood:
	Thursday November 19, 2020	See Canvas for materials
Week 14	Tuesday November 24, 2020	Issues of Childhood

		See Canvas for materials
	Thursday November 26, 2020	Thanksgiving Break (No classes; university closed)
Week 15	Tuesday December 1, 2020	Putting it all together- Work on Final Reflection
	Thursday December 3, 2020	***Last day to submit final version of Archives of Childhood—Thursday, December 3rd by 11:59 pm.** **** Final Reflection Due Tuesday, December 8th by 11:59pm.**

COURSE POLICIES

Canvas: We will use Canvas as the platform for the course. It is your responsibility to check Canvas for the readings and learning engagement assignments which will be uploaded there. From time to time, I may make revisions to this syllabus, based on the needs of the class. Those revisions will be announced on Canvas, and the appropriate changes will be made to the module.

Class Attendance: Your attendance is your completion of the modules each week. As a reminder, weekly meetings on Thursday are optional and meant to be a source of support and connection. If you have questions but can't make the weekly meetings, you can still reach out to me and we will set up another time.

Assignments: All written assignments should be completed on time. *I will accept all assignments up to 24 hours after the due date with no questions asked or explanations needed. I encourage you to use this grace period as needed, but at the same time to not plan around the grace period.* If you are unable to turn in your assignment beyond the grace period, please make arrangements with me ahead of time (not on the due date/grace period). Without prior arrangements, five percentage points will be deducted for each day late beyond the due date. All written assignments must be completed in APA style (http://www.apastyle.org/ or https://owl.english.purdue.edu/owl/resource/560/01/). You must submit assignments via Canvas. Please note that many submissions will go through Turnitin, a plagiarism checker, so make sure that your work is original.

Assignments have been intentionally assigned throughout the semester to align with the course readings and meetings. Additionally, I have put careful thought into spreading out the assignments so that the work is meaningful and for the most part assignments don't overlap.

Please be proactive in looking ahead at assignments so that you can ask any clarifying questions well before it is due. I will be going over assignments in class. On the schedule I have indicated when assignments are due. You can also use the calendar tool in Canvas. If an assignment due

date is changed due to course needs and/or student learning needs, please know that the due date will only be postponed but never preponed.

Extra credit: I do not give extra credit assignments so it is important for you to do your best on the work that is already assigned in the course.

Incompletes: All assignments need to have been completed for a grade to be issued. Incompletes will not be granted, with the exception of a documented emergency.

Technology in the Classroom: We only meet synchronously via Zoom once during the week, so please use this time to engage with your peers and me. I know that having your computer or tablet open can be challenging as it can be distracting when there is so much at your fingertips—but please try to refrain from distracting yourself and your peers.

Integrity

Students who submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records will be subject to charges. **Any infraction of this nature, whether it be a phrase or more, will result in a grade of a 0 (zero) for the assignment.** Please also see the department policies in the following section for more on this.

Integrity beyond question is expected of every student. Every source used to inform written work, whether expressed in quotation marks or simply integrated into the substance of the paper, accessed in print or Internet publication, must be appropriately cited. Documented plagiarism will be reported to the appropriate College official. All work submitted in this course must be the student's own and original, which means that it has not been submitted for any other course or publication.

Plagiarism violates academic integrity *(and it also affects my personal relationship with you).* Any attempt to present someone else's work as your own, on papers, exams, transcripts, etc. constitutes plagiarism, a form of theft and fraud. There are various forms of plagiarism of which the following are most common. It is your responsibility to ensure that you clearly distinguish between your words and ideas and those of other authors, and to understand proper ways to give credit to other authors and sources.

1. *Word-for-word plagiarism.* This includes (a) the submission of another student's work as your own; (b) the submission of work from any source whatever (book, magazine, or newspaper article, unpublished paper, or thesis, internet) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks and citation.

2. *Patchwork plagiarism.* This consists of piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute "original" work.

3. *Unacknowledged paraphrase.* It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper.

4.Self-plagiarism. Work created for a class may be turned in only for credit in that class. Attempting to receive academic credit for work done for another class is a form of academic dishonesty. Please speak with me if you are considering combining your work for this class with work for another class.

NOTEWORTHY

Food/Housing Insecurity: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union. The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: https://deanofstudents.unt.edu/resources/food-pantry

Title IX Services: Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT's Dean of Students' website offers a range of resources to help support survivors, based on their needs: http://deanofstudents.unt.edu/resources. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648.

University Mental Health Services: I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it's important to stay the course, it's also important to acknowledge when you may need more support. UNT's Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this and/or refer to the following website: https://speakout.unt.edu/content/mental-health-resources

UNT AND DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRAION POLICY STATEMENTS

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION: PREPARING TOMORROW'S EDUCATORS AND SCHOLARS

The Department of Teacher Education and Administration seeks to Improve educational practice through the generation of knowledge and to prepare education professionals who serve all students In an effective, Inclusive, and equitable manner. Its focus Is on the preparation of highly competent educators, researchers, and administrators, who employ current theory and research as they fill these Important roles.

MISSION
Integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

VISION

We aspire to be Intentionally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

ACADEMIC INTEGRITY

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

ADA ACCOMMODATION STATEMENT

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

ATTENDANCE

See instructor's attendance policy.

COMPREHENSIVE ARTS PROGRAM POLICY

The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

EMAIL – EAGLE CONNECT

All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

For this course, should you need to contact me, please send me an email via Canvas. This allows me to better keep track of your questions, comments, and messages. It also allows me to keep track of which class my students are emailing me from- thank you in advance!

EMERGENCY NOTIFICATION & PROCEDURES
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course.

ETHICAL BEHAVIOR AND CODE OF ETHICS
The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

OBSERVANCE OF RELIGIOUS HOLIDAYS
If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

RETENTION OF STUDENT RECORDS
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates.

SEXUAL ASSAULT PREVENTION
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

STUDENT EVALUATION ADMINISTRATION DATES
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For

additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

STUDENT WORK SAMPLES
To monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

SUCCEED AT UNT
The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu. The site contains multiple student resource links and short videos with student messages.

TECHNOLOGY INTEGRATION POLICY
The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist teacher candidates and practicing teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TExES TEST PREPARATION
To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-exams. If you need special testing accommodations, please contact the TAO at 940-369-8601or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.ets.org.

"Ready to Test" Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

UNT CAREER CONNECT
All undergraduate students are expected to participate in "UNT Career Connect." Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: http://careerconnect.unt.edu/default.

WRITING POLICY
Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit https://ltc.unt.edu/labs/unt-writing-lab-home.