**EDEC 3613.026**

**Fall 2022**

**Childhoods Across Time, Space, and Place**

**University of North Texas**

**Department of Teacher Education and Administration**

|  |  |
| --- | --- |
| **Instructor**  Darla Taylor, Ph.D.  Dr. Darla, Dr. Taylor, Professor Taylor | **Course**  Tuesdays and Thursdays  12:30 p.m. – 1:50 p.m. |
| **Office hours**: By Appointment  **TBA**  **Office: Matthews 206C** | **Course Meets**  Face-to-Face Meetings on Tuesdays and Thursdays |
| **Email:** [Darla.Taylor@unt.edu](mailto:Darla.Taylor@unt.edu) | **Location:**  Matthews Hall 112 |
| **Communication Expectations**  With the exception of weekends, please allow 24 hours for a response if you send an email. ***Include the course number in the subject line to help me know what section you are in.* (EDEC 3613.026 in the subject line).** I will use Canvas announcements to distribute class information. It is **your responsibility** to check Canvas announcements regularly. You should be checking your student email regularly. Consider forwarding your UNT email to an account of your choice. | |

\***Class meetings are subject to change due to pandemic**.

**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 fifteen 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 textbooks for this course. All readings and videos 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 the ethnographic skills of observation, analysis and generous/multiple interpretations; 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**

This section will meet on Tuesday and Thursday in Matthews Hall room 112 at 12:30 – 1:50 p.m... You are expected to read and review the materials posted on Canvas during the week so that we might have substantive, robust, and fulfilling discussions during class time. These materials and discussions should help you to write your Weekly Reflection/Discussion.

1. Once you select a seat in the classroom, I ask that you sit in the same seat for the remainder of the semester. With such a big class, it’s easiest that way for me to track attendance. It will also ease contact tracing, should we need to go back to that.
2. **If you are not feeling well, please do not come to class.** I will upload PowerPoints to Canvas**. If you have excessive absences (missing class over 25% of the time), I will be in contact.**

The course is structured as weekly modules. **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, if possible. We will work together to make sure that your needs are met. YOU MUST COMMUNICATE WITH ME!! I will do my best to be transparent with you during this novel time.**

Modules include:

* Readings and/or videos
* 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.

This course will evolve based on your needs**, so PLEASE do let me know what will be helpful to you throughout the semester. I do not read minds and I want to help you be successful!! We need to learn to establish community with each other.**

**COURSE ASSIGNMENTS**

Further details will be provided about the assignments during the semester. I only post one module (Week) at a time to prevent overload. I know that some of you like to work ahead. But there is a majority of students that feel overwhelmed by this. I will do my best to work you through this. I want to help you be organized.

**Weekly Meeting Participation:** Attendance and participation will be worth 10 points per meeting. **[300 points]— 30 (28) Class Meetings**

**Note:** The week of Fall holiday you will have online assignments through Canvas.

* Attendance at all class meetings is **required** and is **essential** to your success in this course. This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. [University policy 06.039](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf) will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see [university policy for excused absences](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf)) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will be missing class. It is the students’ responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences. Communication with the instructor is very important in this class. In the event that a student misses five or more classes, they will receive a failing grade. Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor’s discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). **Please note: it is the student’s responsibility to drop this course, if necessary.**
* ***For courses offered 1 time per week***

|  |  |
| --- | --- |
| **# of Absences** | **Total participation points for the class**  *(out of 10 points)* |
| 0 – 1 | 10 |
| 2 | 7 |
| 3 | 3 |
| 4 or more | You will automatically receive an F for your final grade |

* ***For courses offered TWICE a week***

|  |  |
| --- | --- |
| **# of Absences** | **Total participation points for the class**  *(out of 10 points)* |
| 0 –2 | 10 |
| 3 | 7 |
| 4 | 3 |
| 5 or more | You will automatically receive an F for your final grade |

**Introductory Questionnaire: Due – September 4, 2022 [30 points]**

**Weekly Responses/Reflections:** Each week there will be responses/reflections that ask you to synthesize and apply the concepts from our bi-weekly meetings, readings, and/or videos**.**

**Family Artifact Reflection:** You will choose a tradition, practice, life event, or place and describe what it is and how you experienced it. You will describe how it shapes children/childhoods in general. Do some research to learn more about the tradition, practice, life events, or space. You will save this as one of your last 3 artifacts for your finished artifact project. **[50 points] – Due October 9, 2022**

**Intergenerational 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 development and being in the world. **[150 points]- Due October 21, 2022**

**Archive of childhoods:** Across the semester, you will gather “artifacts” related to various aspects of childhoods across time, space, and place that we will explore. Each artifact includes a media representation (picture/audio/video) and an annotation explaining your artifact. This assignment will be developed across the course of the semester, with the opportunity for you to receive feedback on your early drafts. **– First 3 artifacts due –October 28, 2022 [100 points]; Last three artifacts due – December 10, 2022 [100 points] = 200 points**

**Analysis of Childhood Text:** You will select an aspect or text of childhood to analyze using course concepts and materials. This assignment will cover material from April 12 and April 19th. Note you will also be given class time to work on this assignment. **[100 points] – Due: December 4, 2022**

**Reflections on Games Played with Childhood Peers:** You will think about some of the games you used to play with other children when you were a child.  You will describe 2 -3 of them giving information such as the name of the games, how they were started, how did they end, why did you and your peers play them, as well as more in-depth questions about the “play” of these games. **[50 points] – Due December 4, 2022** (Online participation assignment)

**Exploring Popular Culture in Childhood:** You will explore children’s popular culture from your own childhood.  You will discuss a popular culture item from your childhood and describe what you liked about it, how you engaged with it, and how it shaped your childhood.  This will be an online discussion to discussion with 2 peers. **[25 points – Due December 4, 2022]**

**Exploring Contemporary Popular Culture:** You will research about two artifacts of children’s popular culture presently…today (Contemporary Pop Culture) by answering the posted questions and adding to the discussion on a third online discussion board. You will post to two peers. **[25 points – Due December 4, 2022]**

**COURSE EVALUATION**

**Participations and Assignments**

|  |  |  |
| --- | --- | --- |
| **Participation/Assignment** | **Due** | **Points** |
| Getting to Know You | September 4, 2022 | 30 |
| Weekly Response and Reflection | September 4, 2022 | 25 |
| Who Are You Interviewing? | September 11, 2022 | 15 |
| Weekly Response and Reflection | September 11, 2022 | 25 |
| Weekly Response and Reflection | September 18, 2022 | 25 |
| Who Are You Interviewing? | September 25, 2022 | 15 |
| Children Across Time, Spaces, Places | September 25, 2022 | 20 |
| Weekly Response and Reflection | October 2, 2022 | 25 |
| Your Own Discourse | October 2, 2022 | 20 |
| Weekly Response and Reflection – Family Artifact | October 9, 2022 | 50 |
| Week 6 Study Organizer | October 16, 2022 | 10 |
| Intergenerational Interview and Analysis | October 21, 2022 | 150 |
| Weekly Response and Reflection | October 23, 2022 | 25 |
| Week 8 – Discussion – Childhood and Families, Social Events, Policies, and Practices | October 23, 2022 | 20 |
| Archives of Childhood – First 3 | October 28, 2022 | 100 |
| Week 9A – Reflection and Response | October 30, 2022 | 25 |
| Week 9B – Reflection and Response | October 30 | 25 |
| Week 10 Study Organizer | November 6, 2022 | 10 |
| Weekly Response and Reflection | November 13, 2022 | 25 |
| Weekly Response and Reflection | November 20, 2022 | 25 |
| Mickey Mouse Monopoly Response and Reflection | November 27, 2022 | 25 |
| Analysis of Childhood Text | November 27, 2022 | 100 |
| Discussion – Your Own Pop Culture | November 27, 2022 | 25 |
| Analysis of Childhood Text | December 4, 2022 | 100 |
| Popular Culture Reflection | December 4, 2022 | 25 |
| Contemporary Pop Culture Reflection | December 4, 2022 | 25 |
| Reflection of Childhood Games Played | December 4, 2022 | 50 |
| Last Final Reflection | December 8, 2022 | 50 |
| Archives of Childhood – last 3 | December 10, 2022 | 100 |
| **Total** |  | 1165 |

A = (90%-100%) =700 - 1165

B = (80%-89%) = 500 - 699

C = (70%-79%) = 300 - 499

D = (60%-69%) = 100 - 299

F = ( <59%) = <99

**Each assignment should be saved to your computer to contribute to your final project of artifacts.**

**Attendance points will be subtracted from your final point count.**

**NOTE ON GRADES FROM DARLA**

I realize that society’s emphasis today on achievement and testing have unfortunately created a particular kind of anxiety for students around grades. I am not interested in grades; I assign them because regrettably that is the system we are held to in the university.

In this course, I want you to stay focused on the formulation of critical ideas and pushing your thinking around children and schooling. If I see that you are putting forth effort in this course to further your thinking of what learning *is* and can be, then you will be absolutely fine in this course. Reasons for making less than A would include:

1. Not completing and/or turning in assignments;
2. Maintaining ideas about learning as primarily and solely lecture-oriented or teacher-directed. *I am asking you to think about learning as happening within our experiences in the world;*
3. Thinking that the role of the teacher is to be the expert over “students”. I am asking you to think about teachers as facilitators of environments and as learning *alongside* children (not students, do not use the word “students” in this course).

All of this is to say a few things:

1. It is your responsibility to keep track of your grades. Grades on Canvas may be inaccurate so to figure out your grade, total up your points and divide it by the total possible number of points.
2. Please refrain from emailing me about your grades unless you feel that you are seriously in danger of losing a scholarship, grant, or some other award. If you are upset because you “lost 2 points” out of 150 points, I want you to stop and put it into perspective that that is problem a fraction of a fraction of your total grade. Life is still okay if you are “not perfect” --- and personal perfection is not the right pursuit in education. Rather, justice and equity are.
3. If you have anxiety around grades, do let me know early on. I have made arrangements with students to not give grades until the end, at which point it is a discussion between us. I’m happy to do the same with you.

**Note on late assignments:** *If you turn assignments in late, I reserve the right to only provide a grade and zero to few comments. Late assignments may be subject to grade reduction.*

**I have always had a motto with my students whether they are 3 years old or 51 years old: “We learn to love; we love to learn.” But it goes further than that. “We treat others the way we want to be treated!” That goes for the instructor, as well, right? Kindness and being courteous is always the key to what we do whether we are teachers, nurses, or servers of others. During this particular novel time of our lives, I want to encourage you to practice kindness and courtesy. This translates to loving one another and peace. My goal is to be my best with you by being kind, courteous, as well as keeping a listening ear and heart to your needs so you can be successful. This is a new way of teaching for me, too. I will do my very best. Let’s be patient with each other.**

**COURSE SCHEDULE for Tuesday/Thursday EDEC 3613 Class**

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

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic** | **Assignment (each week there will be a combination or readings, PowerPoints, & videos – see Canvas for videos and readings)** |
|  |  |  |
| **August 28, 2022** |  | **Last day to W from entire term.** |
| **Week 1**  **August 30 – September 1, 2022** | Course Introduction/ What does it mean to be a “child”?  Course overview and unpacking our ideas about childhood | **Discuss: Childhoods Across Generations Interview & Analysis**  **Watch***:*  [Voices of Children](https://worldforumfoundation.org/workinggroups/childrens-rights/voc-documentary/)  [Children Being in the World](https://youtu.be/jLj2q2BhJF8)  **Readings:**  La Brecque (2022) – [Kids Use Play to Communicate. Here’s Why Adults Need to Pay Attention](file:///C:\Users\darla\Desktop\Kids%20Use%20Play%20To%20Communicate.%20Here’s%20Why%20Adults%20Need%20To%20Pay%20Attention.%20_%20EdSurge%20News.pdf)  Turner (2016) – [What Kids Need From Grown-Ups (But Aren’t Getting)](file:///C:\Users\darla\Desktop\What%20Kids%20Need%20From%20Grown-Ups%20(But%20Aren't%20Getting)%20_%20NPR%20Ed%20_%20NPR.pdf)  **Introductory Questionnaire and Reflection due: September 4, 2022**  **Week 1 Weekly Response/Reflection due: September 4, 2022**  See Canvas for directions on introductory questionnaire and reflection. |
| **September 2, 2022** |  | **Last day to add a class section.** |
| **Week 2**  **September 6, 2022**  **September 8, 2022** | Sociology of childhood  Introduction to Critical Childhood Studies – a departure from developmental psychology and traditional notions of socialization. | **Reading:**  [**Woodrow (1999**](file:///C:\Users\darla\Desktop\Download%20Woodrow%20(1999)-1-1.pdf)**)** –  [**Thomas (2018)** pdf.](file:///C:\Users\darla\Desktop\Download%20Thomas%20(2018)%20(3)-1-1.pdf) *Sociology of Childhood*  [**Corsaro (2018)**](file:///C:\Users\darla\Desktop\Download%2020190829165845659%20(1)-1-1-1.pdf) – Social Theories of Childhood  See Canvas for videos, presentations, links, etc. (If assigned)  **Weekly Response/Reflection due September 11, 2022**  **Who Are You Interviewing? – due September 11, 2022** |
| **Week 3**  **September13, 2022**  **September 15, 2022** | Discourses of childhoods  Childhood as a structural form. | **Holland (2004) –**  See Canvas for videos, presentations, links, etc. (If assigned)  **Weekly response/reflection due September 18, 2022** |
| **September 13, 2022** |  | **Drop with a grade of W begins** |
| **Week 4**  **September 20, 2022**  **September 22, 2022** | Childhoods Across time, space and place | **Discuss Artifacts of Childhood**  **O’Connor (2017)**  **Valkanova (2018**).pdf *Childhood Through the Ages*  See Canvas for videos, presentations, links, etc. (If assigned)  **Weekly response/reflection due September 25, 2022**  **Who Are You Interviewing? – September 25, 2022** |
| **Week 5**  **September 27, 2022**  **September 29, 2022** | Childhoods Across Space and Schooling Across Cultures | **Orellana (2009)**  **Corsaro & Elder (1990)**  **Corsaro Anecdote**  See Canvas for videos, presentations, links, etc. (If assigned)  **Weekly Response/Reflection due October 2, 2022**  **Your Own Discourse due October 2, 2022** |
| **Week 6**  **October 4, 2022**  **October 6, 2022** | Social Change and Policies, Shaping Children and Childhoods | **Golden (2018)**  See Canvas for videos, presentations, links, etc. (If assigned)  **Weekly Response/Reflection- Family Artifact due October 9, 2022** |
| **October 7, 2022** |  | **Last day to change to pass/no pass grade option** |
| **Week 7**  **October 11, 2022**  **October 13, 2022** | Cumulation of Social Changes, Families, Social Policies, and Childhoods | **Wally’s Stories (Paley).**pdf  **Paley (2007).**pdf  See Canvas for videos, presentations, links, etc. (If assigned)  **Weekly Response/Reflection( Week 6 Study Organizer) due October 16, 2022** |
| **Week 8**  **October 18, 2022**  **October 20, 2022** | Thinking About Children’s Agency and Childhoods | See Canvas for videos, presentations, links, etc. (If assigned)  **Weekly response/reflection due October 23, 2022**  **Week 8 – Discussion – Childhood and Families, Social Events, Policies, and Practices due October 23**  **Intergenerational Interview and Artifacts due: October 21, 2022**  **First 3 artifacts for Archives of Childhood due: October 28, 2022** |
| **October 21, 2022** | **Semester midpoint** | **Semester midpoint** |
| **October 21, 2022** | **Due** | **Intergenerational Interview and Analysis** |
| **Week 9**  **October 25, 2022**  **October 27, 2022** | Children’s Identities | See Canvas for videos, presentations, links, etc. (If assigned)  **Weekly response/reflection (9A and 9B) due October 30, 2022**  **Intergenerational Interview and Artifacts due: October 21, 2022**  **First 3 artifacts for Archives of Childhood due:** |
| **October 28** | **Due** | **Archives of Childhood – First 3 Artifacts** |
| **Week 10**  **November 1, 2022**  **November 3, 2022** | Interpretive Reproduction and Play | Gabriel (2017)  Corsaro ice cream store. Pdf  See Canvas for videos, presentations, links, etc. (If assigned)  **Weekly response/reflection due November 6, 2022** |
| **Week 11**  **November 8, 2022**  **November 10, 2022** | Peer Culture &Participation, and Control | Corsaro (2003) *We’re friends, right?”* (Chapter 2) via library. Sharing and social participation in kids’ culture.  See Canvas for videos, presentations, links, etc. (If assigned)  **Discuss: Analysis of Childhood Text**  **Weekly response/reflection due: November 13, 2022** |
| **November 18, 2022** |  | **Last day to drop a course with a W** |
| **November 19, 2022** |  | **First day to request incomplete (eligible if you are passing at the time of the request)** |
| **Week 12**  **November 15, 2022**  **November 17, 2022** | Children’s Popular Culture | Corsaro (2008)  Pugh (2009)  Watch film – Mickey Mouse Monopoly via UNT Library  See Canvas for videos, presentations, links, etc. (If assigned)  **Weekly response/reflection due November 20, 2022** |
| **Week 13**  **November 22, 2022**  **No Face-to-Face Class** | Critical look at children’s popular culture | See Canvas for videos, presentations, links, etc. (If assigned)  **Analysis of Childhood Text due November 27, 2022**  **Mickey Mouse Monopoly Response and Reflection due November 27. 2022**  **Discussion – Your Own Pop Culture due November 27, 2022** |
| **November 23** | Thanksgiving Break | Thanksgiving Break |
| **November 24 – November 26, 2022** | Thanksgiving Break – No Classes – University Closed | Thanksgiving Break – No Classes – University Closed |
| **Week 14**  **November29, 2022**  **December 1, 2022** | The material and symbolic worlds of childhoods | **Materials and readings on Canvas**  Select and view 4-5 texts online related to an aspect of contemporary childhood pop culture. Be prepared to share in small groups in class  See Canvas for videos, presentations, links, etc. (If assigned)  **Analysis of Childhood Text – December 4, 2022**  **Popular Culture Reflection – due December 4, 2022**  **Contemporary Pop Culture Reflection – due December 4, 2022**  **Reflection of Childhood Games Played – due December 4. 2022** |
| **Week 15**  **December 6, 2022** | Children’s relationships to land, earth and water | See Canvas for videos, presentations, links, etc. (If assigned)  Rautio & Jokinen (2015)  Watch film – Voices of Children via Canvas link & turn on CC  **Last and Final Weekly response/reflection due December 8, 2022** |
| **December 7-8, 2022**  **Week 15** | **Pre-finals** |  |
| **December 8, 2022** | **Last class meeting day** | **Last class meeting day according to UNT** |
| **December 9, 2022** | **Reading Day** | **No new material!** |
| **December 10 – 16, 2022**  **Week 16** | **Finals Week** | **Last 3 artifacts for Archive of Childhoods due by Tuesday,**  **This is your final!** |
| **December 16, 2022** | **Last day of term** | **Congratulations! You did it!** |
| **December 21, 2022** |  | **Grades posted** |

**References Written Texts**

Gabriel, N. (2017). The sociology of early childhood: Critical perspectives. Sage. Golden, J. (2018).

Babies Made Us Modern: How Infants Brought America into the Twentieth Century. Cambridge University Press. Holland, P. (2004).

Picturing childhood: The myth of the child in popular imagery. IB Tauris. O’Connor, S. (2017).

The secret power of play. Time Magazine. EDEC 3613.001 Spring 2021 Orellana, M. F. (2009).

Translating childhoods: Immigrant youth, language, and culture. Rutgers University Press. Pugh, A. J. (2009).

Longing and belonging: Parents, children, and consumer culture. University of California Press. Rautio, P., & Jokinen, P. (2016).

Children’s relations to the more-than-human world beyond developmental views. Play and recreation, health and wellbeing, 35-49. Woodrow, C. (1999).

Revisiting images of the child in early childhood education: Reflections and considerations. Australasian Journal of Early Childhood, 24(4), 7-12.

**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:** As a reminder, bi-weekly meetings on Mondays and Wednesdays are highly encouraged and meant to be a source of support and connection. If you have questions but can’t make the bi-weekly meetings, you can still reach out to me. **Please communicate with me!**

* **Attendance:** Attendance at all class meetings is **required** and is **essential** to your success in this course. This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. [University policy 06.039](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf) will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see [university policy for excused absences](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf)) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will be missing class. It is the students’ responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences. Communication with the instructor is very important in this class. In the event that a student misses five or more classes, they will receive a failing grade. Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor’s discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). **Please note: it is the student’s responsibility to drop this course, if necessary.**

**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 beforeit 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. However, if I feel you have gone above and beyond in a Weekly Reflection or with research for your projects, I do award extra points.

**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:** 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](mailto: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**

**ATTENDANCE**

**Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. *Please note that I am not responsible for catching you up on material you’ve missed.***

* **Attendance :** Attendance at all class meetings is **required** and is **essential** to your success in this course. This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. [University policy 06.039](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf) will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see [university policy for excused absences](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf)) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will be missing class. It is the students’ responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences. Communication with the instructor is very important in this class. In the event that a student misses five or more classes, they will receive a failing grade. Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor’s discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). **Please note: it is the student’s responsibility to drop this course, if necessary.**
* ***For courses offered 1 time per week***

|  |  |
| --- | --- |
| **# of Absences** | **Total participation points for the class**  *(out of 10 points)* |
| 0 – 1 | 10 |
| 2 | 7 |
| 3 | 3 |
| 4 or more | You will automatically receive an F for your final grade |

* ***For courses offered TWICE a week***

|  |  |
| --- | --- |
| **# of Absences** | **Total participation points for the class**  *(out of 10 points)* |
| 0 –2 | 10 |
| 3 | 7 |
| 4 | 3 |
| 5 or more | You will automatically receive an F for your final grade |

**If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.**

**ACADEMIC INTEGRITY STANDARDS & CONSEQUENCES**

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. [Insert specific sanction or academic penalty for specific academic integrity violation]. 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](http://deanofstudents.unt.edu/conduct).

**ADA ACCOMODATION 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.

**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 materials.

**ATTENDANCE**

See instructor’s/College of Education’s attendance policy.

**COMPREHENSIVE ARTS PROGRAM POLICY**

The Elementary Education program area supports a comprehensive arts program to assist preservice and in-service 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.

**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](http://essc.unt.edu/registrar/ferpa.html) 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](file:///C:\Users\ta0135\AppData\Local\Microsoft\Windows\Alex%20Leavell\Downloads\www.coe.unt.edu\texes). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [www.texes.ets.org](file:///C:\Users\ta0135\AppData\Local\Microsoft\Windows\Alex%20Leavell\Downloads\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>.

**Educator Standards Addressed in this Course**

The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

Texas Teaching Standards:

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

Standard 1--Instructional Planning and Delivery. Standard 1Ai,ii,iv; 1Bi,ii (Lesson design)

Standard 2--Knowledge of Students and Student Learning

Standard 3--Content Knowledge and Expertise

Standard 4--Learning Environment

Standard 5--Data-Driven Practice

Standard 6--Professional Practices and Responsibilities

EC-12 Professional Pedagogy and Responsibilities (PPR) Standards

The beginning EC-12 teacher knows and understands:

- Competency 001: human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs

- Competency 002: student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning

- Competency 005: how to establish a classroom climate that fosters learning, equity and excellence and USES this knowledge to create a physical and emotional environment that is safe and productive

- Competence 007: principles and strategies for communicating effectively in varied teaching and learning contexts.

EC-12 Tech Apps Standards

The beginning EC-12 teacher knows and understands how to:

- Standard I. use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products

- Standard II. collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

- Standard III. make informed decisions by applying critical-thinking and problem-solving skills.

**Department of Teacher Education and Administration**

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.** The Department of Teacher Education and Administration 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 internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

**UNT Teacher Education Program Commitments**

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act.* We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural *and* socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

* **Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
* **Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
* **Activism.** Preparing teachers who create curriculum that responds to children’s and youth’s inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
* **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

**Teacher Preparation at The University of North Texas**: **Core Commitments**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Commitments->** | **As Teachers** | **To Children and Youth** | **In our Practice** | **To Radically Imagine** |
| **Identity** | **We are** individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching. | **We value** and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces. | **We practice** humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming. | **We imagine** schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities. |
| **Inquiry** | **We are** intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies. | **We value** young people’s knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating | **We practice** curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change. | **We imagine** a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us. |
| **Advocacy &**  **Activism** | **We are** activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination. | **We value** and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment. | **We practice** activism in the curriculum by engaging children and youth in work that contributes to the creation of  more just, more caring, and more peaceful world. | **We imagine** metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit. |
| **Communities** | **We are** members of multiple communities — connected in ways that make our successes intertwined. | **We value** inclusive learning communities that connect us within and outside of our classrooms. | **We practice** humility through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short. | **We imagine** schools as sustaining intersecting ways of being, knowing, and languaging. |