

## EDEC 1010.001(5688): Learning with and from Young Children

**Summer 2022**  
**University of North Texas**  
**Department of Teacher Education and Administration**

<b>Instructor</b> Darla Taylor, Ph.D. Dr. Darla, Dr. Taylor, Professor Taylor	<b>Course Meets</b> 8:00 – 9:50 a.m. Mondays, Tuesdays, Wednesdays, Thursdays
<b>Office hours:</b> By Appointment	<b>Location:</b> Matthews Hall 113
<b>Email:</b> Darla.Taylor@unt.edu	
<b>Communication Expectations</b> With the exception of weekends, please allow 24 hours for a response if you send an email. <i><b>Include the course number in the subject line to help me know what section you are in. (EDEC 1010.001)</b></i>	

### COURSE STRUCTURE

Our section meets every **Monday through Thursday 8:00 – 9:50 a.m. in the Matthews 113**. Please be sure to check your UNT email every evening/morning and/or the CANVAS announcements to know about any potential shifts in our schedule. Additionally, please note the following:

- 1) Once you select a seat in the classroom, I ask that you sit in the same seat for the remainder of the semester. 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. **Please keep me updated and take initiative to stay updated on course events. If you have excessive absences (missing class over 25% of the time), I will be in contact.**

### BRIEF OVERVIEW

An introduction to early childhood education and care as a field of study that centers on young children's play, experiences, and identities. This course focuses on observation to account for children's knowledge-production within their everyday social practices. The course will engage students in material and intellectual inquiry that explores the relationships between children's experiences and their human and more-than-human (e.g., technology, the natural world, material objects, etc.) worlds.

### OBJECTIVES

This course is designed to denaturalize typical ways of seeing and understanding young children. Rather than considering yourself as a "teacher" in this course, we ask that you think of yourself as someone who has much to learn with and from young children. To do this, you will engage with the following course goals:

- Disrupt Western colonial discourses and categorizations of "appropriate/inappropriate" or "good/bad" in viewing children's learning and experiences;
- Hone a pedagogy of listening to become keen observers of children being and learning in the world;
- Document children's experiences through simple acts of documentation that take up the language of learning with children;
- Engage in active inquiry with more-than-human worlds in order to gain perspective into learning as embodied, experiential, dialogical, and co-constructed;
- Develop a curriculum map that feature provocations that allow children to inquire and build on previous knowledges.

## TEXTS

All texts will be uploaded to Canvas, corresponding with each week. These include excerpts from books, articles, videos, podcasts, and websites that are more up-to-date with research and information.

## COURSE ASSIGNMENTS

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

**Assignments:** You will have the following assignments/ participation activities during the course. More information will be provided closer to the deadlines, but these assignments include:

**Participation and Attendance (60%):** The course will be interactive with plenty of group discussions and activities. We'll engage in material inquiry. In that time, you'll be asked to present provocations to peers as well as respond to peers' provocations. Some of these activities will be done in class. It is highly recommended you try to be in class each day to do these activities at the given time. This has been embedded to help you be successful with this course. It is also highly recommended to bring your laptop or pad to class daily in order to complete some of these graded activities. They will be put on CANVAS.

**Artifact analysis (20%):** You'll choose a schooling process or practice to research and analyze. Artifact's analysis will also be part of early childhood specialization courses

**'Spaces for Children' Analysis (20%):** Using course texts, you'll view two classroom scenes and provide an analysis of the ways the spaces are designed for and with children in mind.

**Curricular Mapping (20%):** You'll provide a curriculum map that features several curricular provocations based on scenarios of children that you also document. These provocations should focus on **inquiry** (not direct instruction).

## COURSE EVALUATION

Assignment	Points
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Attendance & participation ( include participation activities in class and responses and reflections.)	400
Artifact analysis	200
<i>Spaces for Children</i> analysis	200
Curricular mapping	200
<b>TOTAL:</b>	1000

### COURSE GRADING SCALE

A = 895-1000 points	(90%-100%)
B = 795-894 points	(80%-89%)
C = 745-794 points	(75%-79%)
D = 695-744 points	(70%-74%)
F = <695 points	(<70%)

### On Grades

In this course, I want you to stay focused on the formulation of critical ideas and pushing your thinking around children and schooling. To do well in this course, you need to:

1. Complete and turn in assignments;
2. Unlearn any previously held ideas that learning is solely lecture-oriented or teacher-directed. *I am asking you to think about learning as happening within our experiences in the world;*
3. Rethink your role of being a teacher as being a facilitator of environments and as learning *alongside* children.

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. If you want to dispute your grade on an assignment, wait 24 hours and then send me an email with a rationale as to why you believe your grade should be higher.
3. If you have severe 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.*

**Looking at assignments ahead of time and redoing assignments:** I cannot look at your work ahead of time to make sure you are “on track” or allow assignments to be redone for a higher grade. I will provide you with examples for all of the assignments so be sure to use them as guides for your own. If you use them and the rubric, as well as edit your work for clarity, you should be okay.

## 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:

4. Not completing and/or turning in assignments;
5. 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;*
6. 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).

**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.**

## Calendar

*\*The readings and assignments on this calendar are subject to revision.*

Date	Inquiry Question	Readings, Videos, Podcasts, Websites	Assignment, Participation Points
<b>PART 1: ORIENTING TOWARD CHILDREN</b>			
<b><u>Week 1</u></b> <b><u>Day 1</u></b> <b>July 11, 2022</b>  <b>Monday</b>	Orienting towards children:  <u>Inquiry Question:</u> What's so great about young children?	<a href="#">Article: Gray (2016) – "The Culture of Childhood: We've Almost Destroyed It!"</a>  <a href="#">Article: "Viewpoint- A Culture of Their Own: Exploring Childhood as a Unique Cultural</a>	Getting to Know You – <b>(70 points)</b> We will do this during class time. (Participation)

		<a href="#">Group” – (Plank, 2022)</a>  Video – <a href="#">“ I Just Love Kids...Well Then You Have Not Met Enough!”</a>  Video – <a href="#">“Here. It’s for Your Ears.” (the literal-ness of kids)</a>	
<b><u>Day 2</u></b> <b>July 12, 2022</b>  <b>Tuesday</b>	<u>Inquiry Question:</u> What is your conception of a child?  Recognizing the child as constructed by adults	Article - <a href="#">Kohn (2015a) – “To Change What We Know, Consider What We Believe”</a>  Article - <a href="#">Christakis (2016a article)- “Well that’s the big mystery about God”</a>  Article - <a href="#">Rinaldi (2001) – “The Pedagogy of Listening: The Listening Perspective from Reggio Emilia”</a>	What’s There to Know About Children? Poem – (15 points) (Participation) – We will try to do this in class.
<b><u>Day 3</u></b> <b>July 13, 2022</b>  <b>Wednesday</b>	<u>Inquiry Question:</u> What is the role of play in the lives and learning of children?  Children’s play as a fundamental right	Discuss “Loose Parts” briefly – what are they?  Video - <a href="#">Gray (2014) Decline of play [TEDTalk]</a>  Article - <a href="#">Zosh et al., (2022) – “The Power of Playful Learning in the Early Childhood Setting”</a>  Article - <a href="#">(Dickson) – “Landmark Study Shows Doll Play Nurtures Empathy”</a>	Play Memory – (15 points)
<b><u>Day 4</u></b> <b>July 14, 2022</b>	<u>Inquiry Question:</u> How is play a higher order	Article - <a href="#">Jones (2003) – “Play &amp; Creativity:</a>	Making Observations (Participation)

<b>Thursday</b>	<p>skill?</p> <p>Further examining play as a mode of inquiry</p>	<p><a href="#">Reflecting Children's Rights to Dream, Imagine, Explore</a></p> <p>Podcast - <a href="#">"Science of Happiness – What Happens When We Play" Podcast</a></p>	Forms for Description – (20 points)
<p><b>Week 2</b></p> <p><b>Day 5</b></p> <p><b>July 18, 2022</b></p> <p><b>Monday</b></p>	<p><u>Inquiry Question:</u> How do children inquire and make sense of their social worlds?</p> <p>Children's inquiries within their human and more-than-human worlds</p>	<p>Article - <a href="#">Kohn (2015b)</a> – <a href="#">"Learning as a Sandwich"</a></p> <p>Article - <a href="#">Gaunt (2020)</a> – <a href="#">"The Magic of Black Girls' Play"</a></p> <p>Article - <a href="#">(Fine &amp; Desmond)</a> – <a href="#">"Inquiry-based Learning: Preparing Young Learners for the Demands of 21<sup>st</sup> Century"</a></p> <p>Article - <a href="#">Dyasi</a> – <a href="#">"What Children Gain by Learning Through Inquiry"</a></p> <p>Article - <a href="#">Hill (2021)</a> – <a href="#">"For Black Children, Play Can Be Transformative"</a></p> <p>Video - <a href="#">Sesame Street clip: Handclapping Chants</a></p> <p>Video - <a href="#">Peter Gray- Play-based Learning</a> -</p>	Let's Go Play! – (Participation) – (20 points)
<b>PART II: DECONSTRUCTING &amp; RECONSTRUCTING SCHOOL</b>			
<b>Day 6</b>	<u>Inquiry Question:</u>	Video – <a href="#">"Playdough</a>	<b>Assignment #1 –</b>

<b>July 19, 2022</b>  <b>Tuesday</b>	<p>What is the purpose of school?</p> <p>Examining what classrooms aim to teach and what children actually learn</p>	<p><u><a href="#">Story</a></u></p> <p>Article - <u><a href="#">Kohn (2006) - "Rethinking Classroom Rules"</a></u></p> <p>Article - <u><a href="#">Kaplan (2019) - "What's Lost When We Rush Kids Through Childhood"</a></u></p>	<p><b>Artifact - Analysis of School Practice or Policy – (200 points)</b>  <b>Due: July 24, 2022</b></p> <p>The Five Factors of Your Play Memory Participation Grade – (30 points)</p>
<b>Day 7</b> <b>July 20, 2022</b>  <b>Wednesday</b>	<p><u>Inquiry Question:</u>  Why might school need to be deconstructed and reconstructed?</p> <p>Continuing to think about the gaps between what we are supposed to learn and what we actually learn</p>	<p><u><a href="#">Article - Christakis (2016) * - Chapter 2, Redacted – "Goldilocks Goes to Daycare: Finding the Right Zone for Learning"</a></u></p> <p>Article: <u><a href="#">Corcoran, Goff (2020)- "Professional Learning Module Mathematical Thinking: Rethinking Calendar Time Overview of Thinking"</a></u></p> <p>Article: <u><a href="#">Beneke, Ostrosky, &amp; Katz (2008) – "Calendar Time for Young Children: Good Intentions Gone Awry"</a></u></p> <p>Videos: Sir Ken Robinson  <u><a href="#">"Changing Education Paradigms"</a></u>  <u><a href="#">"Do Schools Kill Creativity?"</a></u></p>	<p>Reflection and Discussion About Readings and Video Participation (10 pts.)</p>
<b>Day 8</b> <b>July 21, 2022</b>	<p><u>Inquiry Question:</u>  What does the research say</p>	<p><b>Article: <u><a href="#">Kuh (2014) Introduction*-</a></u></b></p>	<p>Reconstructing Spaces for Children in</p>

<b>Thursday</b>	<p>about children's environments?</p> <p>Reconstructing spaces for children in the image of the child</p>	<p><b><u><a href="#">“Thinking Critically About Environments”</a></u></b></p> <p>Article: <u><a href="#">Armstrong (2020) – “Culturally Responsive Teaching in Early Childhood Education”</a></u></p> <p>Video: <u><a href="#">Five Big Ideas of Montessori</a></u></p> <p>Website: <u><a href="#">Responsive Classroom Approach</a></u></p>	<p>the Image of the Child Participation – (10 points)</p>
<p><b><u>Week 3</u></b>  <b><u>Day 9</u></b>  <b><u>July 25, 2022</u></b>  <b>Monday</b></p>	<p><u>Inquiry Question:</u>  What else can school look and feel like?</p> <p>Examining progressive approaches to early childhood education</p>	<p><b>Article - <u><a href="#">Kuh &amp; Rivard (2014) Ch. 1*- “The Prepared Environment”</a></u></b></p> <p>Article - <u><a href="#">Lolly (2005) - “Infants have their own curriculum”</a></u></p> <p>Article - <u><a href="#">Maguire-Fong (2021) - “Rethinking Infant Curriculum: Part 2”</a></u></p> <p>Video – <u><a href="#">“The Importance of Respecting Babies”</a></u></p> <p>Website – <u><a href="#">Preschool Curriculum: Individualization Based on Interests, Strengths, and Needs</a></u></p>	<p><b>Assignment #2 – Spaces for Children Analysis – (200 pts)</b>  <b><u>Due: July 31, 2022</u></b></p> <p>Children's Environments – Part 1- Participation (20 pts)</p>
<p><b><u>Day 10</u></b>  <b><u>July 26, 2022</u></b>  <b>Tuesday</b></p>	<p><u>Inquiry Question:</u>  Where and how can learning happen?</p> <p>Learning that feels like freedom, and “classrooms” that are outside of classrooms</p>	<p>Article - <u><a href="#">Curtis &amp; Carter (2005) – “Rethinking Early Childhood Environments to Enhance Learning”</a></u></p> <p>Article - <u><a href="#">Bentley</a></u></p>	<p>Children' Environments Part 2 Participation – (20 points)</p>



		<p><a href="#">(2012b) – “Firemakers, Barnyards, &amp; Prickley Forests: A Preschool Stroll Around the Block”</a></p> <p>Video - CNN News Report on Reggio Emilia Italy Early Childhood Schools in the US</p> <p><a href="#">Article – Cassella (2021) - “Daycares in Finland Built Their Own ‘Forests’, and It Changed Kids’ Immune System”</a></p>	
<b>PART III: CURRICULUM THAT HONORS YOUNG CHILDREN</b>			
<p><b><u>Day 11</u></b> <b>July 27, 2022</b></p> <p><b>Wednesday</b></p>	<p><u>Inquiry Question:</u> What are the affordances of loose parts and everyday materials?</p> <p>Material inquiry through exploration of our common worlds</p>	<p>Article - <a href="#">Schwall (2015) - Grammar of Materials</a></p> <p>Video - <a href="#">“Open-Ended Play Ideas”</a></p> <p>Video - <a href="#">“Playing with Loose Parts”</a></p>	<p>Comparing Approaches- Participation – (25 -pts)</p>
<p><b><u>Day 12</u></b> <b>July 28, 2022</b></p> <p><b>Thursday</b></p> <p><b>No Face-2-Face Meeting</b></p> <p><b>Reading Day</b></p>	<p><u>Inquiry Question:</u> What can curriculum for young children look like?</p> <p>Designing provocations that provoke thinking</p>	<p>Article - <a href="#">Massey (2017) – “Art from the Heart: Creating a Meaningful Art Curriculum for Young Children”</a></p> <p>Article - <a href="#">Wien (2008) – “Moving Into Uncertainty: Sculpture with Three-to-Five - Year-Olds”</a></p> <p><a href="#">Article –Learning Liftoff (2016) - “How School’s Learning Environment Affects</a></p>	<p>Synopsis of Reading and Videos - Participation – (25 pts)</p>

		<p><a href="#">Student Achievement”</a></p> <p>Article – <a href="#">Pennsylvania State University (2019) “Loose Parts: What Does That Mean?”</a></p> <p>Article: <a href="#">Smith-Gilman (2018) – “The Arts, Loose Parts, and Conversations”</a></p> <p>Video: <a href="#">“Incorporating Loose Parts in Early Childhood Classrooms to Promote STEAM”</a></p> <p>Video: <a href="#">Playing with Loose Parts</a></p>	
<p><b>Week 4</b> <b>Day 13</b> <b>August 1, 2022</b></p> <p><b>Monday</b></p> <p><b>No Face-2-Face Meeting</b></p> <p><b>Reading Day</b></p>	<p><b><u>Inquiry Question:</u></b> What do I do while children play, inquire, and experience the world?</p> <p>Teachers as facilitators, observers, and documenters</p>	<p><a href="#">Documenting children’s learning</a> video</p> <p>Article - <a href="#">Kohn (2021) – The Progressive Teacher’s Role in the Classroom</a></p> <p>Article - <a href="#">Seitz (2006) – “The Plan: Building on Children’s Interests”</a></p> <p>Article - <a href="#">Halls &amp; Wein – (2013) – “The Wind Goes Inside Me’: Kindergarten Children’s Theories About Running Fast”</a></p> <p>Article - <a href="#">Biermeier (2015) – “Inspired by Reggio Emilia: Emergent Curriculum in Relationship-Driven Learning</a></p>	<p>Discussion of Loose Parts and Documenting Loose Parts Collection – Participation - (50 points)</p>

		<a href="#">Environments”</a>	
<b>Day 14</b> <b>August 2,</b> <b>2022</b>  <b>Tuesday</b>	<b><u>Inquiry Question:</u></b> How can children’s interests be curriculum?  Thinking and doing school with children’s interests and inquiries at the center	Article - <a href="#">Wien (2001) Ch. 7 – “Emergent Curriculum in the Primary Classroom: Interpreting the Reggio Emilia Approach in Schools”</a>	Bring your collection of “loose parts” to class. (10 pts)
<b>Day 15</b> <b>August 3,</b> <b>2022</b>  <b>Wednesday</b>	<b><u>Inquiry Question:</u></b> How can school expand children’s worldviews and meanings?  Creating critical and intellectually rigorous/vigorous curriculum	Article - <a href="#">Wien (2013) – Pedagogical Documentation</a>  Article - <a href="#">Curtis (2004) – “Creating Invitations for Learning”</a>  Video – <a href="#">Documenting Children’s Learning</a>	Bring your collection of “loose parts” to class. (10 pts)
<b>Day 16</b> <b>August 4,</b> <b>2022</b>  <b>Thursday</b>	<b><u>Inquiry Question:</u></b> How can children’s interests be curriculum?  Thinking and doing school with children’s interests and inquiries at the center.	Curriculum Mapping  Explore <a href="#">Pre-K Guidelines</a>  Video – <a href="#">Play-based Learning in Early Years</a>  Video: <a href="#">“Investigating Balls”</a>  Video – <a href="#">“Heather’s Story”</a>	Reflections and Discussions - Participation – (10 pts)
<b>Week 5</b> <b>Day 17</b> <b>August 8,</b> <b>2022</b>  <b>Monday</b>	<b><u>Inquiry Question:</u></b> What do I do while children play, inquire, and experience the world?  Teachers as facilitators, observers, and documenters	Curriculum Mapping – Adding appropriate means of assessment  Explore <a href="#">K-3 TEKS</a> Video – <a href="#">“Supporting Children’s Individual Needs”</a> Video – <a href="#">Documenting Children’s Learning</a>	Reflection and Discussions - Participation – (10 pts)
<b>Day 18</b> <b>August 9,</b> <b>2022</b>	<b>No New Material</b> <b>No Face-2-Face; only if needed.</b> <b>Finish all assignments</b>	<b>No New Material</b> <b>No Face-2-Face; only if needed.</b> <b>Finish all</b>	<b>Assignment #3 – final</b> <b>(200 points)</b> <b>Due: August 11,</b>

<b>Tuesday</b> <b>No Face-2-Face Meeting</b>		<b>assignments</b>	<b>2022</b>
<b>Day 19</b> <b>August 10, 2022</b>  <b>Wednesday</b> <b>No Face-2-Face Meeting</b>	<b>No New Material</b> <b>No Face-2-Face; only if needed.</b> <b>Finish all assignments</b>	<b>No New Material</b> <b>No Face-2-Face; only if needed.</b> <b>Finish all assignments</b>	<b>No New Material</b> <b>No Face-2-Face; only if needed.</b> <b>Finish all assignments</b>
<b>Day 20</b> <b>August 11, 2022</b>  <b>Thursday</b> <b>No Face-2-Face Meeting</b>	<b>No New Material</b> <b>No Face-2-Face; only if needed.</b> <b>Finish all assignments</b>	<b>No New Material</b> <b>No Face-2-Face; only if needed.</b> <b>Finish all assignments</b>	<b>No New Material</b> <b>No Face-2-Face; only if needed.</b> <b>Finish all assignments</b>
<b>Finals week: Curricular maps due August 11, 2022 at 11:59 p.m.</b>			

## Major Assignment Due Dates

Assignment	Due Date
Assignment #1 – Artifact of School Practices or Policies (200 points)	July 24, 2022 11:59 p.m.
Assignment #2 – Analysis of Children’s Spaces	July 31, 2022 11:59 p.m.
Assignment #3 – (Final) – Curriculum Map	August 11, 2022 11:59 p.m.

## Days of No Face-to-Face Meetings\*

Date	Reason
July 28, 2022	Reading Day/ Catch-up
August 1, 2022	Reading Day/ Catch-up
August 9, 2022	Work on project and all assignments outstanding
August 10, 2022	Work on project and all assignments outstanding
August 11, 2022	Finish project and all assignments and submit

## Important Dates

July 10, 2022		Last day to W from entire term.
July 13, 2022		Last day to add a class section.
July 15, 2022		Drop with a grade of W begins
July 22, 2022		Last day to change to pass/no pass grade option
July 27, 2022	Semester midpoint	Semester midpoint
August 4, 2022		Last day to drop a course with a W
August 5, 2022		First day to request incomplete (eligible if you are passing at the time of the request)
	Pre-finals	
August 11, 2022	Last class meeting day	Last class meeting day according to UNT
August 11, 2022		Last day of regular class
August 12, 2022	Last day of term	Congratulations! You did it!
August 15, 2022		Grades posted

### NOTEWORTHY

**University Mental Health Services:** This is undoubtedly an incredibly difficult time for everyone, and for some students, current and ongoing events may be challenging your fortitude. Please know that UNT has resources to support students who may find it difficult to find joy at this time: <https://studentaffairs.unt.edu/student-health-and-wellness-center/> . You can also contact the center at 940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu). For mental health resources, please refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>

**Food/Housing Insecurity:** The UNT Food Pantry is open for curbside deliveries. Please visit the website for more details: <https://deanofstudents.unt.edu/resources/food-pantry>. A student with difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students, Suite 409 at the University Union.

**Title IX Services:** Sexual discrimination, harassment, & assault: 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 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.

## POLICIES

**Face Coverings.** UNT encourages everyone to comply with the City of Denton mandate to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection.

**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, and the professor can discuss and mitigate the impact of the absence on your attainment of course learning goals. **Please inform the professor 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.**

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.

**Incompletes:** All assignments need to have been completed for a grade to be issued.

**Assignments:** Submit assignments via Canvas. *If you turn an assignment in late, you will receive zero to little feedback. I reserve the right to simply give a grade in the case of a late assignment.*

**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, can result in a grade of a 0 (zero) for the assignment.** Please also see the UNT policies below for more on this.

## UNT'S STANDARD SYLLABUS STATEMENTS

**Academic Integrity Standards and 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.

**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](http://disability.unt.edu). (UNT Policy 16.001)

**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 Blackboard for contingency plans for covering course.

**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](mailto: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](http://www.spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

**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](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648.

**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 classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [deanofstudents.unt.edu/conduct](http://deanofstudents.unt.edu/conduct).

### **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.