**EDEC 4633.001, Summer 2021**

**Nurturing Children’s Social Competence**

**University of North Texas**

**Department of Teacher Education and Administration**

**Instructor:** Darla Sue Taylor, PhD

**Course Meets:** Monday- Thursday, 10:00 – 11:50 a.m.; July 5 – August 6, 2021

**Office Hours:** TBA; by appointment**;** after class on Monday and Thursday via ZOOM

**E-mail:** [Darla.Taylor@unt.edu](mailto:Darla.Taylor@unt.edu)(48-hour response, except on weekends)

**Note on email:** \*\*When you email, include EDEC 4633 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.

**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

**ONLINE DESCRIPTION**

Facilitating the social and emotional skills of young children. Incorporates an ecological approach to significant influences on self-esteem and self-concept including diversity, family, creativity and individual differences. Includes analysis of play theory and research.

Prerequisite: EDEC 3613.

**OVERVIEW & BIG IDEAS**

Social competence has traditionally been understood from developmental models of socialization, and the decisions we make as teachers are impacted by how we conceptualize the notion itself. The course will begin with a brief survey of dominant theories of social development to understand how institutional (i.e. school) decisions are made about who gets to be deemed “social competent”.

In the middle of the semester, we will engage with critical theories— which consider issues of class, gender, race, and other cultural constructs—to build onto traditional theories. Our collective inquiry will be guided by the primary text for this course (Shalaby’s [2017] *Troublemakers*) and the questions: *What shapes our ideas of social competence?* *How do we, as educators, design curriculum and our learning environments in light of this?*

The final third of the course will focus on the role of teachers in children’s social development. We will begin to explore the ways that classrooms can be spaces for belonging, that nurture children’s social competence, as opposed to spaces that produce “troublemakers”.

**REQUIRED TEXT**

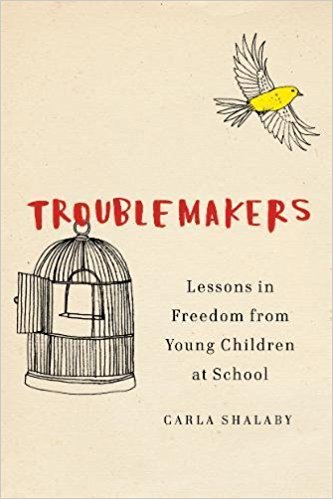
Shalaby, C. (2017*). Troublemakers: Lessons in freedom from young children at school.* New York, NY: The New Press

The e-book has been made available at the UNT Library. Please click on the following link for access:

<http://iii.library.unt.edu/record=b6074460~S12>

Amazon has this book for $17.92 with options of used books.

<https://www.amazon.com/Troublemakers-Lessons-Freedom-Children-School/dp/1620972360/ref=sr_1_1?dchild=1&keywords=Troublemakers&qid=1624460648&s=books&sr=1-1>



Other texts will be uploaded to Canvas, corresponding with each module. Access Canvas via your my.unt.edu account or <https://unt.instructure.com/>

**OBJECTIVES**

By the end of this course, you should be able to:

1. Identify the *big ideas* undergirding dominant theories of social development as they pertain to EC-6th grade children
2. Undertake critical perspectives of social development in EC-6th grade children
3. Recognize the diverse influences on the social and emotional development of children, including school policies, curriculum and classroom procedures, visual and digital media, etc.
4. Conceptualize and orient theoretically to aspects of social competence, such as self-esteem, self-regulation, aggression, the formation of friendships, resilience, discipline, compliance with rules, expectations, and consequences
5. Understand the importance of play in the social development of children (or any human being)
6. Develop ideas and initial strategies that promote an inclusive, socially just curriculum

**COURSE STRUCTURE**

The course will be conducted via ZOOM twice per week. Your attendance, as well as your active participation, are important to the success of the class. All readings should be done before class ZOOM meetings, if possible. I do expect that you engage in small group discussions online and that your responses to the online component of the course reflect your connections to course content. Days are provided to accommodate the student for course-load readings.

**COURSE ASSIGNMENTS**

Further details will be provided about the assignments during the semester. The following provides for you an overview:

**Short answer exam:** The short essay exam is comprised of questions related to the theories and big ideas we discuss in the first five days of class. Your responses should reflect your critical understandings, in your own words, of the course content. [100 points]

**Children’s social knowledge analysis:** This is an 800 – 1200-word paper based on video observations of children. The paper should present your initial impressions of the children’s social positioning, based on the video only. It will end with questions that you would want to pursue to learn more about the children in order to support their social well-being in the classroom. This paper should engage many of the readings and discussions to date. [150 points]

**Final reflection: A letter to your future self:** This is a 500 – 800-word paper that is inspired by Carla Shalaby’s final letter to teachers. More information will be provided during the course of the semester. [150 points]

**COURSE EVALUATION**

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| Attendance and participation | 300 |
| Short answer exam | 100 |
| Discussions of *Troublemakers* (4 at 75 points each) | 300 |
| Analysis of children’s social knowledge | 150 |
| Final reflection paper (letter to self) | 150 |
| **TOTAL** | **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%)

**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.**

**CALENDAR**

\**The readings and assignments on this calendar are subject to revision. All activities and assignments are due by Sunday evenings at 11:59 p.m.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Inquiry Question** | **Readings** | **Assignment** |
|  | **PART I: HOW CAN WE UNDERSTAND CHILDREN’S SOCIAL DEVELOPMENT & RELATIONSHIPS?** |  |  |
| Week 1: July 5:  Day 1  Monday  **ZOOM Meeting**  **10:00 – 11:50 a.m.** | Orienting towards care and socio-emotional curriculum vs. classroom management:  *How can we think about social well-being and community as a framework for classrooms?* | Kohn (2015) – What’s the real purpose of classroom management?  Shalaby (2020)  Ramsey (2015) Ch. 2  Watch Chris Emdin’s TED Talk “Teach teachers to create magic” | Getting to know you survey |
| Week 1: July 6:  Day 2  Tuesday | Social development and competence as a cultural construction:  *What are we talking about when we talk about social competence?* | Clarke Stewart (2014) pp.1-29  Rogoff (1990) Ch. 1 |  |
| Week 1: July 7:  Day 3  Wednesday | Questioning traditional theories of social development:  *What do these theories do to our ways of seeing children from minoritized communities?* | Foster (2020)  Case studies |  |
| Week 1: July 8:  Day 4  Thursday  **ZOOM Meeting**  **10:00 – 11:50 a.m** | Moving beyond and with traditional models of social development:  *What are children’s funds of knowledge?* | Barbara Rogoff videos | **Short answer exam due Sunday, July 11, at 11:59 p.m.** |
| Week 2: July 12: Day 5  Monday  **ZOOM Meeting**  **10:00 – 11:50 a.m** | Play as a context for social competence:  *How can play support children’s social and emotional development?* | Gray (2012)  Van Hoorn et al. – Chapter 6  Mraz et al. Chapters 4-6 |  |
| Week 2: July 13: Day 6  Tuesday | Observing children at play:  *How do we assess children’s social and emotional knowledges in their play?* | Cohen et al. (2005)  Cohen et al. (2016)  Chapter 5  Corsaro Ancedote |  |
|  | **Part II: What Shapes Our Notions of ‘Social Competence’?** |  |  |
| Week 2: July 14: Day 7  Wednesday  **ZOOM Meeting**  **10:00 – 11:50 a.m** | Play as a tool for learning to with one another:  *Where can we see children’s funds of knowledge at play?* | Axelrod (2014)  Riojas-Cortez (2001) | **Analysis of children’s social knowledge paper due Sunday, July 18, at 11:59 p.m.** |
| Week 2: July 15: Day 8  Thursday | **Use this day to work on your** | **Analysis of Children’s** | **Social Knowledge Paper** |
| Week 3: July 19: Day 9  Monday  **ZOOM Meeting**  **10:00 – 11:50 a.m** | The purpose of school:  *What does schooling look like if it engages in pedagogies of freedom?* | Kohn (2016) On punishment as bullying  Shalaby (2017) “*Troublemakers” –* Preface and introduction | **Discussion:**  Schools and classrooms |
| Week 3: July 20: Day 10  Tuesday | Learning from Zora:  *Can we support children socio-emotionally if we don’t come to understand their multicultural identities?* | Shalaby (2017) – “*Troublemakers”*  pp. 3-39 |  |
| Week 3: July 21: Day 11  Wednesday | **Reading Day** | **Reading Day** | **Reading Day** |
| Week 3: July 22: Day 12  Thursday  **ZOOM Meeting**  **10:00 – 11:50 a.m** | Culturally responsive “classroom management”:  *How can we shift from classroom management to culturally responsive socio-emotional curriculum?* | Ferlazzo (2019) – Interview with R. Milner  Mahfouz & Anthony-Stevens (2020) | **Discussion:**  Zora  *Please describe your understanding of a culturally responsive framework for behavior "management" from today's class. Give an example of a culturally responsive practice you want to enact in your own classroom one day.* |
| Week 4: July 26: Day 13  Monday  **ZOOM Meeting**  **10:00 – 11:50 a.m** | Learning from Lucas:  *How can “difference” inspire our pedagogical practices to promote equity and belonging?* | Shalaby (2017) “*Troublemakers”* pp. 40-74  Recommended:  Kohn (2013)  Why do we punish children? |  |
|  | **Part III: What is the Teacher’s Role in Supporting Children’s Social Development?** |  |  |
| Week 4: July 27: Day 14  Tuesday | **Reading Day** | **Reading Day** | **Reading Day** |
| Week 4: July 28: Day 15  Wednesday  **ZOOM Meeting**  **10:00 – 11:50 a.m** | SEL curriculum for kids like Lucas:  *What skills and tools of the trade?* | Cowhey (2006) Chapter 3  Cowhey (2006) Chapter 9 | **Discussion:**  Lucas  *What did you take-away from Lucas's story? Or what did it highlight for you in terms of children, classrooms, or teaching?* |
| Week 4: July 29: Day 16  Thursday | **Reading Day** | Shalaby (2017)  *“Troublemakers”*  pp.75-81;  pp. 115 - 149 | **Reading Day** |
| Week 5: Aug. 2:  Day 17  Monday  **ZOOM Meeting**  **10:00 – 11:50 a.m** | Learning from Marcus:  *How do we shift towards community and interdependence rather than independence and self-reliance?* | Shalaby (2017)  *“Troublemakers”*  pp.75-81;  pp. 115 - 149 | **Discussion:**  Marcus  *Describe a socio-emotional engagement (or lesson) that also integrates academic skills.* |
| Week 5: Aug. 3:  Day 18  Tuesday | Setting children up to be “socially competent”:  *In what ways can we use our power as teachers to reimagine and re-enact new modes of social belonging?* | Shalaby (2017)  “*Troublemakers”*  pp.151- 181 | **Reading Day** |
| Week 5: Aug. 4:  Day 19  Wednesday  **ZOOM Meeting**  **10:00 – 11:50 a.m** | Wrap up |  |  |
| Week 5: Aug. 5:  Day 20  Thursday |  |  | Final reflection paper (letter to self) due on August 5, 11:59 p.m. |

**REFERENCES**

Andolan, S. (2008). Children being in the world [Video]. Retrieved from https://www.youtube.com/watch?v=kNFM-uUzqE8

Axelrod, Y. (2014). “Todos vamos a jugar, even the teachers”—everyone playing together. *Young Children, 69*(2), 24-31.

Clarke-Stewart, A., & Parke, R. D. (2014). Introduction: Theories of social development. In *Social development (2nd ed.),* pp. 1-33.New York, NY: Wiley.

Cohen, D. H., Stern, V., Balaban, N., & Gropper, N. (2015). *Observing and recording the behavior of young children.* New York, NY: Teachers College Press.

Emdin, C. (2014, April 8). Teach teachers how to create magic [Video]. Retrieved from https://www.ted.com/talks/christopher\_emdin\_teach\_teachers\_how\_to\_create\_magic

Emdin, C. (2017). Chapter 1: Camaraderie. In *For White folks who teach in the hood…and the rest of y’all too: Reality pedagogy and urban education*, pp. 17-30*.* Boston, MA: Beacon Press.

Edwards, C. P. (1986). Chapter 1: The nature of children’s social knowledge. In *Promoting social and moral development in young children*, pp. 3-20.New York, NY: Teachers College Press.

Riojas-Cortez, M. (2001). Preschoolers’ funds of knowledge displayed through sociodramatic play episodes in a bilingual classroom. *Early Childhood Education Journal, 29*(1), 35-40.

Shalaby, C. (2017*). Troublemakers: Lessons in freedom from young children at school.* New York, NY: The New Press.

Teaching Channel. (2018). The work of play [Video]. Retrieved from https://www.teachingchannel.org/video/work-time-as-play

Yoon, H. S., Llerena, C., & Brooks, E. (2016). The unfolding of Lucas’s story in an inclusive classroom: Living, playing, and becoming in the social world of kindergarten. *Bank Street* *Occasional Paper Series*, 36, 1-19.

Van Hoorn, J., Nourot, P. M., Scales, B., & Alward, K. R. (2007). Chapter 4: Orchestrating children’s play: Setting the stage. In *Play at the center of curriculum, 4th ed.,* pp. 77-107. Columbus, OH: Pearson.

Van Hoorn, J., Nourot, P. M., Scales, B., & Alward, K. R. (2007). Chapter 5: Orchestrating play: Interactions with children. In *Play at the center of curriculum, 4th ed.*, pp. 111-138. Columbus, OH: Pearson.

**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 day.** As a reminder, bi-weekly meetings on Monday and Thursday are highly encouraged 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.

**Class Attendance:** Attendance is required, as is punctuality. You will get the most out of class if you complete readings before class and actively engage during class. Your contributions are important and valuable as learning is a social (Vygotsky, 1979) and dialogic (Freire, 1970) process. If, due to an emergency, you must miss a class session or arrive late, please email me as soon as possible before class. You should check with a classmate about any material that you missed, as well as review the uploaded power points, as they cover material that complement readings.

**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.

**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](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**

**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](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.

**ATTENDANCE**

See instructor’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.

**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](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>.

***The Educator as Agent of Engaged Learning***

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

**The educator as agent of engaged learning** summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

**COURSE STANDARDS**

This course meets the following TEKS standards for social studies:

Kindergarten:

(11) Culture. The student understands similarities and differences among people.

(12) Culture. The student understands how people learn about themselves through family customs and traditions.

1st Grade:

(11) Government. The student understands the purpose of rules and laws.

(12) Government. The student understands the role of authority figures, public officials, and citizens.

(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.

(15) Culture. The student understands the importance of family beliefs, customs, language, and traditions.

2nd Grade:

(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.

3rd Grade:

(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures.

(12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic.

(13) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities.

4th Grade:

(19) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.

5th Grade:

(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States.

6th Grade:

(12) Government. The student understands various ways in which people organize governments.

(13) Citizenship. The student understands that the nature of citizenship varies among societies.

(14) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments.

(15) Culture. The student understands the similarities and differences within and among cultures in various world societies.

**TeXes Pedagogy and Professional Responsibilities (PPR)**

The following PPR domains, competencies, and skills correspond to the information presented in this course:

Domain II, Creating a Positive, Productive Classroom Environment

Competency 005: The teacher knows 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 [A, B, C, D, E, F, G]

Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior [A, B, C, D, E, H, I, J]

Domain III, Implementing Effective, Responsive Instruction and Assessment

Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts [A, B, C, D]

Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process [A, B, C, F]

Domain IV, Fulfilling Professional Roles and Responsibilities

Competency 011: The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families [A, C, D, F]