

EDEC 3613, Fall 2018

Introduction to Early Childhood Education

University of North Texas
Department of Teacher Education and Administration

Instructor: Molly Doherty
Course Meets: W 5:30 – 8:20 p.m., Matthews Hall 112
Office: Child Development Laboratory, Room TBD
Office Hours: M/Th 11:00-12:30 or by appointment
E-mail: Molly.Vanhouten@unt.edu (48 hour response, except on weekends)
Note on email: **When you email, include EDEC 3613 in the subject line.

COURSE DESCRIPTION

This class focuses on the foundations of early childhood education including current programs, best practices, and ethical issues. You will be introduced to teaching young children and the influences of research, theory, program practices, and teaching strategies on young children and early childhood classroom practices.

REQUIRED MATERIALS

TEXT

Morrison, G. S. (2018). *Early childhood education today- (LL)-W/REVEL (14th ed.)*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. ISBN: 9780134486796

MATERIALS

3x5 index cards, package of Post-It notes, markers, crayons, and/or colored pencils

EDEC 3613 STUDENT LEARNING OUTCOMES (SLOs)

As a result of this course, students will:

- Articulate their role as an inclusive early childhood professional and know how children's age, developmental levels, culture, family, socioeconomic status, and health affect their learning in the classroom.
- Identify the effects of public policy and current issues on children's families and inclusive early childhood education.
- Describe the goals, benefits, and uses of assessment.

- Explain the role of the inclusive early childhood educator in making accommodations for children with special needs.
- Demonstrate how inclusive early childhood teachers use Response to Intervention (RTI) to further the learning of young children.
- Identify the major theories in early childhood education and how they relate to the inclusive early childhood classroom today.
- Identify about and be able to apply program models in early childhood inclusive education.
- Identify and apply principles that promote a caring, healthy, supportive, respectful, safe, and challenging inclusive environment for infants and toddlers.
- Identify and apply principles that promote a caring, healthy, supportive, challenging, respectful, and safe inclusive environments for preschoolers.
- Identify and apply principles that promote a caring, healthy, supportive, challenging, respectful, and safe inclusive environments for Kindergarteners.
- Identify and apply principles that promote a caring, healthy, supportive, challenging, respectful, and safe inclusive environments for students in grades 1-3.
- Use technology to create inclusive classrooms that prepare ALL children for the demands of the 21st century.
- Describe how partnerships with families and community help ALL children in the inclusive classroom.
- Identify and use positive guidance techniques to create inclusive environments for ALL young children that are caring, healthy, supportive, respectful, safe, and challenging.

COURSE CONTENT AND ASSIGNMENTS

NOTE: You must check your registered UNT Email account at least once a day. It is your responsibility to keep up with announcements, updates, and emails for the course. This is the way I communicate with you. NO CANVAS EMAIL. NO BLACKBOARD EMAIL.

Molly.Vanhouten@unt.edu

Online Assignments are due on BLACKBOARD by 11:59 pm on due date.
Be sure to check the calendar for Discussion Exit Tickets and other assignments.

CLASS PARTICIPATION (600 POINTS)

You can earn up to **40 points** per class (15 days) for participating in class discussions and activities.

INTRODUCTORY DISCUSSION EXIT TICKET (25 POINTS)

You will post on BLACKBOARD a bio of yourself (approximately 300 words) by **August 30, 2018**. Details for this assignment are posted in the Discussion Exit Tickets Folder on BLACKBOARD.

Protocol for Student Bio

Write a 300+ word bio of yourself including the following information.

- Name
- Major
- Year in School
- Family information/Background
- One defining life experience you have had (ex: I worked with special needs children in a Ready Set Teach program and it changed my life. OR, I volunteered with PETA and am now very interested in training service dogs for young children with autism, etc.)
- What grade you want to teach and why?
- A bulleted list of your past experiences with children.
- A bulleted list of five (5) things you want to learn in this class.
- A bulleted list of education courses you have taken and where.

Attach an appropriate picture of yourself (click on add attachments in **BLACKBOARD** before posting)

ONLINE DISCUSSION EXIT TICKETS (14 Discussion Exit Tickets: 14 x 40 POINTS= 560)

Each week you will read the chapter discussion guide found on **BLACKBOARD** and answer the questions under the "apply" section of the discussion guide. Using information in the on-line Discussion Exit Ticket Guide, you will post an in-depth reflection on the chapter topic.

Discussion Exit Tickets are to assist you with crossing the line from student to professional.

They are intended to help you begin to think about your own philosophy while researching current trends as well as what works. This is also to help you formulate and process information and to allow you to become firm in your philosophy foundation.

There are 14 total Discussion Exit Tickets for the semester. All Discussion Exit Ticket postings are individual assignments and "working" with another classmate is considered cheating and will be reported to the Office of Academic Integrity.

Each discussion is worth **40 points**. The on-line Discussion Exit Tickets are due at 11:59PM on the due date. After this time, you will not be able to post

TEACHER TOOLBOX PINTEREST PAGE/REFLECTION (100 POINTS)

As a beginning teacher, you will need many useful ideas and instructional strategies to manage your classroom and assure each student learns. Now is the time for you to learn "tricks of the trade."

You will create a Pinterest page featuring these teaching tools. You will include at least one pin for each of the following topics:

- Integrating technology in the classroom
- First day survival guide
- Playground and Lunchroom Management
- Setting up and managing classroom learning centers
- Organization and management of classroom space and materials

- Organization and management of students
- Transitions (*types and time allotted to transitions*)
- Managing small groups
- Procedures and expectations of everyday things such as sharpening pencils, pushing in chairs, when and how to go to bathroom, etc.
- Communication with parents

Your Teacher Toolbox Pinterest page needs to be created specifically for this assignment - not a board on your personal Pinterest page. I suggest using your UNT Eagle Mail address to create a new account just for your Teacher Toolbox. This will be a professional resource that you can continue to add to during your career as a teacher.

You must organize your page to include a board for each of the topics listed above. Each board must include one pin (or re-pin). You may not choose to re-pin a pre-made/store-bought item or a link to purchase an item. All your pins must be ideas that you can make yourself or implement with common classroom materials (Ex. A file folder game while it uses a pre-made file folder, it uses it in a novel way).

Directions for creating a Pinterest account and building a page can be found at <http://www.gcflearnfree.org/pinterest>.

In addition to the pinning the teaching tool to your Pinterest page, you will submit a reflective narrative for each teacher tool. This narrative must include:

- a description of the teaching tool;
- why you choose this particular teaching tool;
- how you will specifically use the teaching tool in in **your** classroom; and
- how the teaching tool follows DAP guidelines (reference your textbook or another reputable source).

Your teaching tools need to be unique to you and not a generalized statement found from other resources, and should reflect your own teaching philosophy (see Chapter 1).

You will post the Reflective narrative along with the URL to your board (it should look like this: <https://www.pinterest.com/hillcountry50/> to BLACKBOARD as an assignment.

20 points for the Pinterest Board/ 80 points for the reflective narrative.

Keep your Teacher Toolbox Pinterest active so you can add to it as you continue your professional development. The assignment is due on **September 26, 2018 at 11:59 PM**.

CHILD OBSERVATION RECORD: PRE-K THROUGH GRADE 3 (200 POINTS)

Each student will:

- Conduct an observation of **TWO (2)** children in the **same grade** level at the Child Development Lab at University of North Texas.
- Observe two (2) individual children for one (1) hour a week per child over a 3-week period. Total observation hours should equal six (6) hours. You can observe more than six hours if you want to.
- Complete **six (6)** observation note forms (1 form each hour of observation for each child **two (2)**).
- Complete the Child Observation Record (COR). This is found on **BLACKBOARD**.
- Write a 1,200-word reflective essay based on your observations according to the COR protocol found on **BLACKBOARD**.
- You will submit the COR and documents as a Word attachment to **BLACKBOARD** by 11:59 pm on **October 17, 2018**.

Your final submission for the Child Observation Record Assignment will include the following:

- COR Observation form,
- 6 Child Observation Note Forms (one for each hour of observations)
- COR Timesheet
- 1,200-word reflective essay

No extensions will be given to complete the COR assignment because you did not find a child to observe before the due date. The Child Observation Record and 1,200-word essay are worth **200 points**.

PRE-K/KINDERGARTEN MINI-LESSON (100 POINTS)

You will write a mini-lesson plan that celebrates diversity. A lesson plan template is located on **BLACKBOARD** (Assignments/ PreK/Kindergarten Mini-Lesson folder).

You will write a mini-lesson using a Pre-K Guideline or Kindergarten TEKS as the focus of your lesson. You will select an age-appropriate, curriculum-appropriate **book** that will allow you to talk with children about the uniqueness of every child. Topics may include family, culture, language, ability, etc. This is **NOT** a You-Tube book! Worksheets as activities are not permitted. Activities must be in the form of manipulatives or active-learning. You will include the Bibliographic information in APA format (title, author, publisher and publishing date) of your book.

You will submit the lesson plan with bibliographic information as a Word attachment to **BLACKBOARD** by 11:59 pm on the **October 31, 2018**.

We will spend some time in class peer editing each lesson plan before the final version is due. Be sure to bring a copy of the completed draft and a copy of the Lesson Plan Checklist to class on the weeks indicated.

PRIMARY LESSON PLAN (100 POINTS)

You will write a lesson plan focusing on one of the four main content areas (math, science, literacy, or social studies) for **grades 1 through 3**. You will use the Primary Lesson Plan template found on **BLACKBOARD** (Assignments/Primary Lesson Plan folder). You must include copies of all supplemental materials required to teach the lesson as well as references used in the planning or creation of materials.

You will submit the Lesson Plan as a Word attachment to **BLACKBOARD** by 11:59 pm on the **November 14, 2018**.

We will spend some time in class peer editing each lesson plan before the final version is due. Be sure to bring a copy of the completed draft and a copy of the Lesson Plan Checklist to class on the weeks indicated.

INCLUSION RELECTIVE ESSAY (175 Points)

On **BLACKBOARD** you will read and reflect on one article posted and text from Chapter 16 in your textbook. You will follow the rubric and protocol to write your reflective essay on inclusion. Due: **December 8, 2018 by 11:59 PM (175 points)**. Directions for the Inclusion Reflective essay will be discussed in class and are posted on **BLACKBOARD**.

FINAL SELF-EVALUATION (140 POINTS)

Submit a 500-word post evaluation about your effort and achievement in the course. **Also, include your total number of course points.** Complete the evaluation in either an Excel Spreadsheet or Word document **table with your points for each assignment and total your points.** Submit as an assignment on **BLACKBOARD**. See final evaluation rubric. Due **December 12, 2018 by 11:59 P.M.** (Read the rubric ahead of time). **Submit the final self-evaluation under the assignments tab titled "Final Self Evaluation."**

DIRECTIONS FOR POSTING AN ASSIGNMENT

1. Go to the menu on the left side of your screen once you have logged in to our class.
2. Click on Assignments.
3. Click on the assignment you are turning in (ex: inclusion essay).
4. Scroll down and click Add Attachment.
5. **Add your attachment as a Word document ONLY - not as a zip, pdf or RTF (Rich text file or any other type of attachment).**
6. Click submit.

To check for submitted assignments: Click on the assignments tab then click on the submitted tab. The submitted tab contains your submissions and any assignments for which you have missed the cutoff date. **It is your responsibility to make sure you have properly submitted each assignment. You are encouraged to submit your assignments as soon as possible on or before the due date. If you wait until the last minute, Blackboard Learn may label your submission as "late" and you will not receive credit.**

YOUR GRADES IN THE CLASS

Total points in the course are distributed as follows:	
Introductory Biography (August 30, 2018)	25
Participation (40 x 15 class meetings)	600
Online discussions (14 x 40)	560
Teacher Toolbox Pinterest Page/Reflection (September 26, 2018)	100
Midterm: Child Observation Record (October 17, 2018)	200
Pre-K/K Mini Lesson Plan (October 31, 2018)	100
Primary Mini Lesson Plan (November 14, 2018)	100
Final Part 1: Inclusion Essay (December 8, 2018)	175
Final Part 2: Final Self Evaluation (December 12, 2018)	140
Total Points	2000

A	90%-100%	1750 - 2000
B	80%-89%	1500 - 1749
C	70%-79%	1250 - 1499
D	60%-69%	1000 - 1249
F	59% and below	999 and below

Direct all questions about grades, assignments, and posting of grades to Ms. Doherty.

Course Calendar

*The instructor reserves the right to change the course calendar, readings, and assignments to meet the needs of the class.

CLASS	Date	Discussion Topic & Reading Assignment (to be read prior to class)	Assignments
1	Wednesday, 08/29	<p>Introduction to the class Syllabus Review- Discussion of Assignments</p> <ul style="list-style-type: none"> • Bio • Philosophy of Education • Inclusion Essay • Pinterest Teacher Toolbox • Preschool Mini-Lesson Plan • Primary Lesson Plan • Child Observation Record • Self-evaluation • Discussions 	<p>Make a name tag to wear to <u>every</u> class.</p> <p>Introductory Discussion Post (Bio). Post your Bio. Use protocol on Blackboard. Biography due by Thursday, 08/30 at 11:59 p.m.</p> <p>Bring your textbook to <u>every</u> class.</p>
2	Wednesday, 09/05	<p>Chapter 1 Lecture You and Early Childhood Education</p> <p>Discussion of Education Philosophies</p>	<p>Philosophy (Discussion Exit Ticket 1). Due by Thursday, 09/06 at 11:59 p.m.</p>
3	Wednesday, 09/12	<p>Chapter 5 Lecture Theories Applied to Teaching and Learning</p> <p>Discuss Pinterest assignment: Behavioral Objectives, Differentiation, Accommodations</p>	<p>Discussion Exit Ticket Chapter 5. Due by Thursday, 09/13 at 11:59 p.m.</p>

4	Wednesday, 09/19	<p>Chapter 6 Lecture Early Childhood Programs</p> <p>Guest Speaker: Dr. Hagen</p> <p>Discuss Pinterest Teacher Toolbox</p> <p>Discuss Child Observation Record</p>	<p>Discussion Exit Ticket Chapter 6. Due by Thursday, 09/20 at 11:59 p.m.</p>
5	Wednesday, 09/26	<p>Chapter 3 Lecture Observation and Assessment for Teaching</p> <p>Learning Response to Intervention (RTI) Lecture</p> <p>Review COR expectations</p>	<p>Teacher Pinterest Toolbox. Due Wednesday, 09/26 at 11:59 p.m.</p> <p>Discussion Exit Ticket Chapter 3/RTI. Due by Thursday, 09/27 at 11:59 p.m.</p>
6	Wednesday, 10/03	<p>Cont. RTI/Lesson Planning /DAP</p> <p>Review of COR expectations</p>	<p>Discussion Exit Ticket Lesson Planning/DAP. Due by Thursday, 10/04 at 11:59 p.m.</p>
7	Wednesday, 10/10	<p>Chapter 13 Lecture Technology and Young Children</p> <p>Chapter 2 Lecture Current Issues: Inclusion, Education Law</p> <p>Review of COR expectations</p>	<p>Discussion Exit Ticket Chapter 13. Due by Thursday, 10/11 at 11:59 p.m.</p>

8	Wednesday, 10/17	Chapter 2 Lecture Current Issues: Inclusion, Education Law	Discussion Exit Ticket Chapter 2. Due by Thursday, 10/18 at 11:59 p.m. Child Observation Record (Midterm) due by Wednesday, 10/17 at 11:59 p.m.
9	Wednesday, 10/24	Chapter 9 Lecture Infants and Toddlers Bring draft of PreK/K Lesson Plan	Discussion Exit Ticket Chapter 9. Due by Thursday, 10/25 at 11:59 p.m.
10	Wednesday, 10/31	Chapter 10 Lecture The Preschool Years	PreK/K Mini Lesson Plan. Due by Wednesday, 10/31 at 11:59 p.m. Discussion Exit Ticket Chapter 10. Due by Thursday, 11/01 at 11:59 p.m.
11	Wednesday, 11/07	Chapter 11 Lecture Kindergarten Bring draft of Primary Lesson Plan	Discussion Exit Ticket Chapter 11. Due by Thursday, 11/08 at 11:50 p.m.

12	Wednesday, 11/14	Chapter 12 Lecture The Primary Grades	Primary Lesson Plan Due By Wednesday, 11/14 at 11:59 p.m. Discussion Exit Ticket Chapter 12. Due by Thursday, 11/15 at 11:59 p.m.
13	Wednesday, 11/21	Gobble, Gobble! (No in-person class today) Online Assignment: Chapter 17 Lecture Parents, Families, and the Community Reminder: Self Evaluation/Philosophy; Inclusion Essay	Discussion Exit Ticket Chapter 17. Due by Thursday, 11/22 at 11:59 p.m.
14	Wednesday, 11/28	Chapter 16 Lecture Children with Diverse Needs	Discussion Exit Ticket Chapter 16. Due by Thursday, 11/29 at 11:59 p.m.
15	Wednesday, 12/05	Chapter 14 Lecture Guiding Behaviors	Discussion Exit Ticket Chapter 14. Due by Thursday, 12/06 at 11:59 p.m.
	Saturday, 12/08	Final Exam – Part 1	Inclusion Essay Due by Saturday, 12/08 at 11:59 p.m.

	Monday, 12/10	Final Exam – Part 2 Opens	
	Wednesday, 12/12	Final Exam – Part 2 This is your ONLINE final exam.	Self-evaluation/philosophy. Due by Wednesday, 12/12 at 11:59 p.m.

COURSE INFORMATION/POLICIES

Class Policy on Late Assignments: All assignments are due on or before the date indicated. I do not accept late assignments. The only exceptions for not turning in assignments on time are for medical or immediate family emergencies. I also adhere to the “Michalyn Rule” Regardless of the time zone you are in at the time, your assignments are due **by 11:59 pm** Central Time.

Academic Honesty: I expect you to conform to the University of North Texas Code of Student Conduct and Discipline as outlined in the undergraduate catalog (see also the Student Handbook, online at www.unt.edu). This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. I will take disciplinary action against any student found in violation of the Code, which may include failure in the course and possible expulsion from the University.

Academic Integrity: Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at: <http://vpaa.unt.edu/academic-integrity.htm>.

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 www.deanofstudents.unt.edu

Classroom Decorum: I expect you to exhibit appropriate classroom behavior. Please refrain from answering cell phones, text messaging, tweeting, surfing the internet, answering email, talking to classmates, eating, and other behaviors that are disruptive in the classroom.

Attendance: It is important for you to come to class. Not attending class will impact your grade. Excused absences include medical or immediate family emergencies.

- Attendance is a strong indication of your commitment and professionalism; therefore, attendance will be taken and absences will be seriously considered when assigning final grades. You are expected to be on time and remain engaged during the entire class.
- Attendance will be verified during each face-to-face class meeting.
- There are no "excused" absences; however, special consideration will be given in extreme situations. These must be pre-approved and will be discussed on an individual basis.
- **Arriving late and/or leaving early (more than 15 minutes)** will count as a partial absence. Three partial absences will count as one full absence. You will be asked to sign in/out when you arrive late or leave early.
- Class begins promptly at the designated start time (5:30pm) and ends when dismissed by the instructor.
- Illnesses or injury that require a student to be absent for more than three face-to-face class meetings (20% of class time) might require students to take an "Incomplete" for the course and repeat the course at a later date.
- You will be deducted points for tardies and absences. Missing 2 classes will lower your grade by 10%; missing 3 classes or more may result in failure to pass the class. I come to know each of my students and am genuinely concerned if I don't see you in class; please be mindful of this. I know that life happens; if you are not able to contact me beforehand, it is your responsibility to contact me and discuss your situation as soon as possible.

Eagle Mail: All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communications from the University to students. Many important announcements including university closings are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit <https://eaglemail.unt.edu>.

Course Communication: Eagle Email is the official means of communication at the University of North Texas. You must check your Eagle Email account at least once a day. It is your responsibility to keep up with announcements, updates, and emails for the course. Your Instructor will communicate with you through your UNT email – Eagle mail. You will communicate with your Instructor by UNT email. You will communicate by UNT email. **NO CANVAS EMAIL or BLACKBOARD EMAIL.**

Molly.Vanhouten@unt.edu

Non-Discrimination Policy: It is the policy of the University of North Texas not to discriminate on the basis of race, color, religion, sex, age, national origin, disability, disabled veteran status or veterans of the Vietnam era status in the university's educational programs, activities, admissions or employment policies. The university complies with federal and state equal opportunity laws and regulations, through its diversity policy; the university declares harassment, which is based on individual differences (including sexual orientation) to be inconsistent with the university's mission and educational goals.

University of North Texas Bulletin 2013-2014 Catalog, p.1; online catalog
<http://catalog.unt.edu/index.php>

Americans with Disabilities Act: The University of North Texas does not discriminate on the basis of an individual's disability and complies with Section 504 of the Rehabilitation Act and the American with disabilities Act in its admissions, accessibility treatment and employment of individuals in programs and activities. The university provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law, who are otherwise qualified to meet the institutions academic and employment requirements. For information, call the Office of Disability Accommodation 940-565-4323. The student has the responsibility of informing me of any disabling condition which requires modification to avoid discrimination. Copies of the College of Education ADA Compliance Documents are available in the Dean's Office, Matthews 214. I provide accommodations for all University approved recommendations for student accommodation.

Severe Weather Dismissal: Weather conditions may temporarily disrupt university operations. The university policy regarding severe weather disruption pertains to all university classes. Courses taught online via Web CT are unaffected by severe weather closings unless instructors inform students otherwise. Those students should continue course work as regularly scheduled.
University of North Texas Bulletin 2014-2015 Catalog,
http://catalog.unt.edu/content.php?catoid=11&navoid=713#Severe_Weather_Dismissals

Student success in EDEC 3613: I want you to be successful in this class. I am "success oriented." And I want I **YOU** to be "success oriented." There is no reason for you to not earn the grade that you want to earn! Here some tips for success:

1. **Attend EVERY Class.** Showing up is important for your success. Your grade in EDEC 3613 is directly related to your class attendance. Students who come to class are successful.
2. **Be Self-Motivated and Take Control of your own learning.** My learning team and I will help you to be successful, but it is **YOUR** responsibility to **WANT** to be successful.
3. **Work Hard.** Working hard and wanting to do your best and be your best pays dividends and leads to success and the grade you want to earn in this class.
4. **"Work the Course Syllabus."** If you follow the Syllabus and do the **ALL** the assignments as outlined, then you can earn an "A" in the class. My team and I will constantly remind you to "Work the Syllabus."

5. **Work with your instructor.** Be sure to communicate with me. I cannot read minds. I want you to be successful!

Use of Technology and Media: I encourage you to use your laptops, PDAs, etc., to take class notes; follow the lecture PowerPoint; search for information related to class lectures; and complete class activities. Throughout the term, we will seek ways to integrate technology to support classroom instruction and to enhance your learning. However, texting friends or any other personal use of technology during class is not allowed.

Blackboard Learn: Please read carefully and understand the following:

- **TECHNICAL REQUIREMENTS / ASSISTANCE**
 - Hardware and software necessary to use **Blackboard**:
 - Browser and computer settings check:
<https://ecampusupport.unt.edu/computer>. We are currently using **CANVAS** Plug-ins necessary to access course materials and resources: Install Plug-Ins for **Blackboard Learn**
 - Run **Blackboard** on Firefox and the latest version of JAVA.
 - Contact **Blackboard** Student Help Desk if you need help setting up your computer in order to properly use **Blackboard**. (940) 565-2324
- In order to access course materials, you will have to log onto a computer with Internet access, and you will need a basic understanding of sending and receiving emails and posting messages to a message board.
- If you do not have a home computer with Internet access, there are several labs across campus you may use. The computer lab at Willis Library is open 24 hours.
- If this is the first time for you to use **Blackboard Learn** you should complete the tutorial available at: <http://www.unt.edu/helpdesk/bblearn/>
https://learn.unt.edu/webapps/portal/frameset.jsp?tab_tab_group_id=2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D33551%26url%3D
- You will need to know your EUID in order to use **BLACKBOARD**. To find out your EUID, go to <https://ams.unt.edu/whatsmyeuid.php>
- Always have the Student Helpdesk number with you when using **Blackboard Learn**. Call for help immediately if you experience problems with submitting an assignment, quiz, or exam. The contact information is:
 - Student Help Desk:**
In person: SAGE 130
Phone: 940-565-2324
UNT Help Desk Website
[http://www.unt.edu/helpdesk/](http://www.unt.edu/helpdesk/helpdesk@unt.edu)
helpdesk@unt.edu
 - Report a problem or request service:**
<http://web3.unt.edu/helpdesk/service/service.php>

Support Hours:

Mon.-Thurs. 8am - midnight

Friday 8am - 8pm

Saturday 9am - 5pm

Sunday 8am – midnight

- It is **your** responsibility to contact the Student Help Desk to immediately resolve all **Blackboard Learn** issues. Be sure to obtain a case # for verification and tracking purposes. Use this case # in correspondence with me
 - Log in to **Blackboard Learn** at
<https://ecampus.unt.edu/webct/entryPage.dowebcthttps://ecampus.unt.edu/webct/entryPage.dowebct>
 - The syllabus, details about assignments and assessments are located in a folder on the home page.
 - You must submit all assignments for this course through the assignment drop-boxes on **BLACKBOARD**.

Google Chrome v.39: Google Chrome is recommended by both the University of North Texas and the College of Education for all **BLACKBOARD** activities. **Make sure you are running the latest version of Google Chrome and Java updates.**

Early Alert System: If you miss assignments, quizzes, or deadlines, I will contact you by an email and check on why you are not completing your assignments. In addition, if I feel you are not doing your best in the course, I will notify the University's Early Alert System and a member of the Early Alert team will contact you to check on your progress.

Preparation: In order for you to maximize the learning opportunities available on and off-campus, it is necessary that you come prepared, including having read and reflected on the required readings for each and every class. Reading assignments are important and enable students to examine beliefs, explore theories, and debate ideas with fellow students and instructor. **Power point presentations should be printed for note taking purposes.**

Participation: Class participation includes but is not limited to:

- Being prepared for class (reading all assignments - this includes your textbook) and having assignments ready to turn in on time. Lack of participation gives the appearance of lack of interest and/or preparation.
- Participating in discussions both whole class and small group.
- Being mentally engaged in the class lectures as well as discussions. With this requirement, students who choose to use laptop computers in class are to use them for taking notes of lecture and discussion(s). Power point presentations should be printed for note taking purposes, otherwise.
- Answering e-mail, "surfing the web", working on assignments for other classes on laptops during class **does not** demonstrate appropriate participation effort and

participation grade may be affected. Multitasking does not prepare you to be a professional teacher.

- "Texting" is not appropriate during class. Your participation grade will be affected if you choose to "text" during class.
- One way we show respect is to not talk while others (the professor or fellow students) are talking. If you have difficulty demonstrating respect to the class members, your participation grade will be affected. This includes talking during demonstrations, presentations, or videos. You are expected to add depth to discussions at each meeting at the appropriate time.
- You have chosen a profession that requires a commitment to timeliness, responsibility, cooperation, teamwork, prior planning, above average writing and speaking skills, and an attitude of respect for learners with different needs, colleagues and mentors.

Assignments and Assessments: Teachers must speak and write effectively; therefore, all written assignments must be in good form. Check your spelling and proofread. Points will be deducted for inappropriate content and form. If you need additional assistance with grammar, spelling, mechanics, etc. please contact the UNT Writing Lab <http://writinglab.unt.edu/>.

- All assignments should be submitted via the **BLACKBOARD** course webpage.
- All assignments should be submitted with the designated title of the assignment and student name in the title of the document file.
- All assignments should be submitted using APA 6th Edition formatting guidelines and a cover sheet including the following:

Student's Name

Assignment Name

University of North Texas

Class Policy on Late Assignments: All assignments are due on or before the date indicated. **No late assignments will be accepted.** The only exceptions for not turning in assignments on time are for medical or immediate family emergencies. No "11:59"! Or, Internet connectivity excuses! You must contact me if you see foreseen difficulties!!

- **"IF BLACKBOARD HAS NO RECORD OF YOU SUBMITTING AN ASSIGNMENT ON TIME--YOU DID NOT DO IT!"**
- Regardless of the time zone you are in at the time, your assignments are due at 11:59 pm Central Time.
- You must talk to me in advance if you see a potential problem.

Policy for the Grade of "Incomplete": "I" is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student and department chair and must be entered on the grade roster by the

instructor. Grades of I assigned to an undergraduate course at the end of the semester will default to F unless the instructor has designated a different automatic grade. See also "Removal of I" policy in the Academics section of this catalog. *University of North Texas Bulletin 2014-2015 Catalog, p. 31; University online catalog*
http://catalog.unt.edu/mime/media/view/11/942/2014-15_UNT_undergraduate_catalog.pdf

Policy on Releasing Grades: All grades on class assignments are posted on **BLACKBOARD**. You may view your grades on the My Grade Tab. No grades will be released by email.

Submitting Work: All assignments will be submitted via **BLACKBOARD** Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

Grading and Grade Reporting: Grading rubrics for all assignments can be found on the course **BLACKBOARD** website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

NOTEWORTHY

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

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

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

to see me for more support on this and/or refer to the following website:
<https://speakout.unt.edu/content/mental-health-resources>

Teacher Education & Administration ***Departmental Policy Statements***

ACADEMIC DISHONESTY

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 classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

ADA STATEMENT

"The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

ATTENDANCE

See the 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.

E-PORTFOLIO

Foliotek is a free to you software data management system (MMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidence/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The college of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: <https://www.coe.unt.edu/office-educator-preparation/foliotek>

ELECTRONIC DEVICES

Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

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.

EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you 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). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

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.

SPOT

The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

STUDENT WORK SAMPLES

In order 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 preservice and in-service 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/texas-advising-office/texas-exams>. If you need special testing

accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texas.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://lwc.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

EDEC 3613 implements the Early Childhood Professional Preparation Standards of the **National Association for the Education of Young Children (NAEYC)**. These are:

- **Standard 1:** Promoting Child Development and Learning
- **Standard 2:** Building Family and Community Relationships
- **Standard 3:** Observing, Documenting, and Assessing to Support Young Children and Families
- **Standard 4:** Using Developmentally Effective Approaches to Connect with Children and Families
- **Standard 5:** Using Content Knowledge to Build Meaningful Curriculum
- **Standard 6:** Becoming a Professional
- Each chapter of your textbook begins with NAEYC Standards specific to the chapter.

Read and reflect on these **NAEYC Standards** as you read each chapter. You can access the full description of the **NAEYC Standards** at

<http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf>

In addition, EDEC 3613 Content and Assignments incorporate the following Standards and Guidelines:

Texas Essential Knowledge and Skills (Kindergarten – Third Grade)

- <http://www.tea.state.tx.us/curriculum/teks/http://www.tea.state.tx.us/curriculum/teks/>

Texas Prekindergarten Guidelines

- http://www.tea.state.tx.us/index2.aspx?id=2147495508&menu_id=2147483718http://www.tea.state.tx.us/index2.aspx?id=2147495508&menu_id=2147483718
- Download English or Spanish

Little Texans Big Futures: Early Learning Guidelines for Infants, Toddlers, and Three Year Olds

- <http://www.littletexans.org/Media/FullGuidelinesEnglish.pdfhttp://www.littletexans.org/Media/FullGuidelinesEnglish.pdf>

Texas' Early Learning Pathways: An alignment of the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines and the Texas Pre-kindergarten Guidelines

- <http://earlylearningtexas.org/media/24000/texas%20early%20learning%20pathways.pdf>

http://earlylearningtexas.org/media/24000/texas_early_learning_pathways.pdf

EDEC 3613 supports the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards of the Council of Chief State School Officers (CCSSO)

- You can access these at:
[http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_\(April_2011\).html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html)[http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_\(April_2011\).html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html)

THE LEARNER AND LEARNING

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

CONTENT KNOWLEDGE

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

INSTRUCTIONAL PRACTICE

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PROFESSIONAL RESPONSIBILITY

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.