EDEC 4633, Spring 2019
Nurturing Children's Social Competence

University of North Texas
Department of Teacher Education and Administration

Instructor:	Molly Doherty
Course Meets:	T/Th 9:30 – 10:50 a.m., Matthews Hall 113
Office:	Child Development Laboratory, Conference Room TBD
Office Hours:	M/W 8:30-10:00 a.m. or by appointment
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Note on email:	**When you email, include EDEC 4633 in the subject line.

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. Field experience required. 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
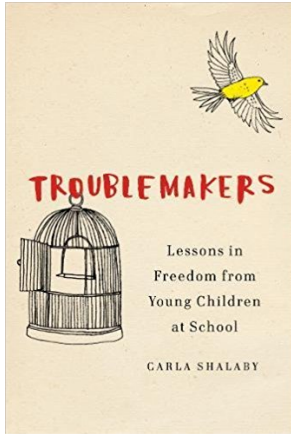
Shalaby, C. (2017*). Troublemakers: Lessons in freedom from young children at school.* New York, NY: The New Press. *[We will rent this text to you. You must return it at the end of the semester; otherwise, a fee will be incurred.]*

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 interactive and will include a mix of provocations (interactive lectures), small/large group discussions, and group led activities. Your attendance, as well as your active participation, are important to the success of the class. All readings should be done before class, and you should come prepared to each class with notes, ideas, and questions to pose to your classmates. As an instructor, I understand that there are multiple ways of participating in class, and therefore, I have designed the course to honor the multiple modes we use to engage with course content. That is, while I would not force you to speak up in large group, I do expect that you engage in small group discussions and that your responses to the online component of the course reflect your connections to course content.

COURSE ASSIGNMENTS

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

Online exit tickets (8 in total): These online exit tickets ask you to respond to a prompt related to material we discuss during class sessions, at times with further support from the readings. Most of them will be graded for content (#2 to #7) as well as completion. [15 points each for a total of 120 points]

Short essay exam: The short essay exam is comprised of questions related to the theories and big ideas we discuss in the first five weeks of class. Your responses should reflect your critical understandings, in your own words, of the course content. [60 points]

CDL observation paper: This is a 5 to 7 page (double-spaced, APA formatted) paper based on a 2-hour observation of a key child at the Child Development Lab. The paper should present your initial impressions of the child's social positioning, based on the observation only. It will end with questions that you would want to pursue to learn more about the child in order to support their social well-being in the classroom. This paper should engage many of the readings and discussions to date. [75 points]

Mini socio-emotional unit: The final project will be based on a child from Shalaby's (2017) book *Troublemakers* or the child you observed at the CDL. With this child in mind, you will choose a piece of children's literature and design a read-aloud based on it. You will also be expected to design three additional engagements (the aim is to plan for play) that are offshoots of the book. [100 points]

The components of the unit will include:
- *Rationale*: who you are designing the unit based on, what book you chose, and why. The rationale should clearly incorporate course content.
- *Description of the read-aloud*: describe your plan for the read-aloud. What accommodations might you make? What questions would you pose to the children? What other materials might you have at hand? Further prompts will be provided on assignment description (to be handed out later).
- *Three engagements*: describe three engagements that you would design to follow up on with the book. These engagements should **not** include any worksheets or typical "Pinterest" types of activities. Rather, they should be open-ended, authentic, and play-based ways to further the ideas in the book. Refer to examples that will be provided during the course.

COURSE EVALUATION

120 points	Online exit tickets (8)
60 points	Short essay exam
75 points	CDL observation paper
100 points	Socio-emotional mini-unit
60 points	Participation
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415 points	Total

<mark>*Make sure to check the attendance policy on p. 5.</mark>

COURSE GRADING SCALE

A = 372-415 points	(90%-100%)
B = 330-371 points	(80%-89%)
C = 289-329 points	(70%-79%)
D = 247-288 points	(60%-69%)
F = <246 points	(<59%)

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, which will be uploaded there unless it is the primary text. From time to time, I may make revisions, based on the needs of the class or inclement weather days. Those revisions will be announced on Canvas, and the appropriate changes will be made to the module.

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 powerpoints, as they cover material that complement readings.

*Any absences and tardiness **will affect** your participation grade (and my relationship with you!).* You will be deducted points for tardies and absences. Missing 3 classes will lower your grade by 10%; missing 4 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.

Assignments: All written assignments must be completed on time. If you are unable to turn in your assignment on the specified due date, please make arrangements with me ahead of time (not the weekend the assignment is due). 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. Like you, I have a full schedule that has been carefully arranged. These assignments have been assigned to time points that allow me to give you ample and timely feedback so please be respectful of this. **If you turn an assignment in late, you will receive less feedback.** In addition, turning assignments in after the due date can put undue pressure on you to compensate for the tardiness, and it can put me in the unnecessary, and time-consuming, position of "keeping tabs on you".

You should be proactive in looking ahead at assignments so that you can ask any clarifying questions well before it is due.

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: You can bring your digital devices to class, but I trust that you will use it to take notes or conduct class-related inquiries. In this technological age, let's use our computers for good and not for evil ☺ (by distracting ourselves or others, etc.). In other words, please use your devices in class for course purposes. Use your phones only if necessary. Let me know ahead of time if you have family responsibilities or personal situations that require the use of your phone during class.

Integrity

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

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

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

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

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

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

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

NOTEWORTHY

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

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

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

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 classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at 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. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education & Administration.

ATTENDANCE

See instructor's attendance policy.

COMPREHENSIVE ARTS PROGRAM POLICY

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

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 Canvas 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.

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

SPOT
The Student Perception 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 an opportunity to provide course feedback.

STUDENT WORK SAMPLES

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

SUCCEED AT UNT

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

TECHNOLOGY INTEGRATION POLICY

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

TExES TEST PREPARATION

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

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

UNT CAREER CONNECT

All undergraduate students are expected to participate in "UNT Career Connect." Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make

connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: http://careerconnect.unt.edu/default.

WRITING POLICY

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

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]

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)	Assignment
PART I: HOW CAN WE UNDERSTAND CHILDREN'S SOCIAL DEVELOPMENT & RELATIONSHIPS?				
1	Tuesday, 01/15	Course Orientation *What are we talking about when we talk about social competence?*	Watch Chris Emdin's TED Talk "Teach teachers to create magic"	
2	Thursday, 01/17	Knowing ourselves in order to **get to** know children	Ramsey (2015) Ch. 2	Online exit ticket #1: Getting to know you & response to discussion Due by Friday, 01/18 at 11:59 p.m.
3	Tuesday, 01/22	Traditional theories of social development: What are the dominant theories?	Clarke-Stewart (2014), pp. 1-2, pp. 11-29	
4	Thursday, 01/24	Troubling traditional theories of social development: How do these theories apply to children *today*?	Clarke-Stewart (2014), pp. 3-11	

5	Tuesday, 01/29	Integrating the old and the new: Moving beyond/with traditional models of social competence	Rogoff (1990) Ch. 1	
6	Thursday, 01/31	Play as a context for social development and learning, in early childhood and beyond	Watch "Work time as play" Watch "Children being in the world"	Short essay exam on Canvas (available Thursday, 01/31 at 10:51 a.m.) Due by Sunday, 02/03 at 11:59 p.m.
7	Tuesday, 02/05	Looking at children's play: Taking a peek inside a classroom	No in-person class. Do initial observation for Exit Ticket #2. Bring observation notes to class on Thursday, 02/07	
8	Thursday, 02/07	Recording children's play: What does it mean to observe children at play? (We will also review the CDL assignment.)	Cohen et al. (2015) Ch. 5	Online exit ticket #2: Reflections on children's play Due by Friday, 02/08 at 11:59 p.m.
9	Tuesday, 02/12	Recording & thinking about children's play (cont.)		

		PART II: WHAT SHAPES OUR NOTIONS OF 'SOCIAL COMPETENCE'?		
10	Thursday, 02/14	Assessing children's funds of knowledge at play: What do children already know?	Riojas-Cortez (2001) Corsaro Anecdote	
11	Tuesday, 02/19	Assessing children's funds of knowledge (cont.)	Shalaby (2017) Preface and Introduction	
12	Thursday, 02/21	The purpose of schooling: Freedom and its role in social development	If you haven't already read it, read Shalaby (2017) Preface and Introduction	Observation Synthesis Paper Due by Sunday, 02/24 at 11:59 p.m.
13	Tuesday, 02/26	Exploring social competence: Topic(s) of sessions to be determined by whole group (pt. 1 & 2)	Shalaby (2017) pp. 3-19	
14	Thursday, 02/28		Shalaby (2017) pp. 19-39	Online exit ticket #3: Reflections on Zora Due by Friday, 03/01 at 11:59 p.m.
15	Tuesday, 03/05	Exploring social competence: Topic(s) of sessions to be determined by whole group (pt. 3 & 4)	Shalaby (2017) pp. 41-57	
16	Thursday, 03/07		Shalaby (2017) pp. 57-72	Online exit ticket #4: Reflections on Lucas Due by Friday, 03/08 at 11:59 p.m.
		March 11th – March 17th Enjoy your Spring Break!		

17	Tuesday, 03/19	Exploring social competence: Topic(s) of sessions to be determined by whole group (pt. 5 & 6)	Shalaby (2017) pp. 75-98	
18	Thursday, 03/21		Shalaby (2017) pp. 98-114	Online exit ticket #5: Reflections on Sean Due by Friday, 03/22 at 11:59 p.m.
19	Tuesday, 03/26	Exploring social competence: Topic(s) of sessions to be determined by whole group (pt. 7 & 8)	Shalaby (2017) pp. 115-135	
20	Thursday, 03/28		Shalaby (2017) pp. 135-149	Online exit ticket #6: Reflections on Marcus Due by Friday, 03/29 at 11:59 p.m.

PART III: WHAT IS THE TEACHER'S ROLE IN SUPPORTING CHILDREN'S SOCIAL DEVELOPMENT?

21	Tuesday, 04/02	Socio-emotional curriculum (Broad introduction)	Read "Marcus" in Shalaby	
22	Thursday, 04/04	Setting children up to be "socially competent": The teacher's power (We will also review the final project.)	Shalaby (2017) pp. 151-181 Cowhey (2006) Ch. 3	Online exit ticket #7: Reflection on social emotional curriculum for *Troublemakers* Due by Friday, 04/05 at 11:59 p.m.
23	Tuesday, 04/09	ONLINE CLASS DISCUSSIONS	Watch *American Teacher* or *Schools that Change Communities* (links on Canvas)	Post a response to the discussion forum by 04/10 at 11:59 p.m. and respond to a peer by 04/12 at 11:59 p.m.
24	Thursday, 04/11			

25	Tuesday, 04/16	Designing emergent socio-emotional curriculum through recognition of children's funds of knowledge	Axelrod (2014) Cowhey (2006) Ch. 9	
26	Thursday, 04/18	Designing emergent socio-emotional curriculum	Mraz et al. (2016) Ch. 4-5	
27	Tuesday, 04/23	Designing emergent socio-emotional curriculum (cont.)	Review Mraz et al. (2016) Ch. 4-5	
28	Thursday, 04/25	Designing assessments	Van Hoorn et al. (2007) Ch. 6	Online exit ticket #8: Initial ideas for your own curriculum design (to receive feedback) Due by Friday, 04/26 at 11:59 p.m.
29	Tuesday, 04/30	Curriculum unit roundtables, Pt.1		Bring in 1 engagement/idea from your mini socio-emotional unit to workshop with peers
30	Thursday, 05/02	Curriculum unit roundtables, Pt.2		Bring in 1 engagement/idea from your mini socio-emotional unit to workshop with peers
-	Finals week	No class: Upload final project (socio-emotional curriculum design) to Canvas by Thursday, 05/09 at 11:59 p.m.		