

EDEC 3750
Young Children in Schools, Families, and Communities
 University of North Texas
 Department of Teacher Education and Administration

Instructor: Michelle Salazar Pérez, Ph.D. [pronouns: she/her/hers]
Course Meets: Wednesday 3:00-5:50 p.m., PHYS 116
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Note on email: **When you email, please include **EDEC 3750** in the subject line.

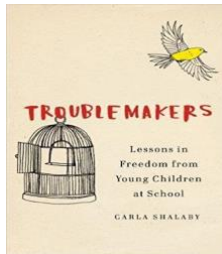
CATALOG COURSE DESCRIPTION

Focuses on children's relationships with their peers, adults, and environments using dynamic ecological frameworks that account for children's local and global contexts. Through case studies, we will explore the ways that children's sociocultural identities and funds of knowledge play a role in their negotiations of their social environments.
 Prerequisite: EDEC 3613.

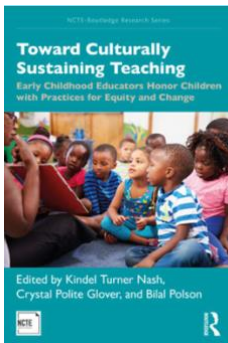
OVERVIEW & BIG IDEAS

This course examines the involvement of families from diverse cultural and linguistic backgrounds and discusses different forms of culturally sustaining praxis in early childhood programs. Ways to establish collaborative relationships with parents and others involved with children in early childhood settings are discussed. Strategies for communicating with parents and guardians about their children and incorporating the families' goals and desires for their children into the early childhood programs will be included.

REQUIRED TEXTS



Shalaby, C. (2017). *Troublemakers: Lessons in freedom from young children at school*. The New Press. This book is available in the bookstore, online retailers, and as an e-book via Willis library, using the link <http://iii.library.unt.edu/record=b6074460~S12>



Nash, K. T., Glover, C. P, and Polson, B. (2021). *Toward culturally sustaining teaching: Early childhood educators honor children with practices for equity and change*. Routledge. This book is available in the bookstore, and online retailers.

OBJECTIVES

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

1. Seek and maintain collaborative relationships with parents, guardians, families, community agencies, and other professionals to meet the needs of each child.
2. Create and maintain a safe and welcoming environment for families and community members.

3. Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values and familial practices.
4. Demonstrate the ability to incorporate the families' desires/goals for their children into classroom and forms of support.
5. Develop ways that schools can form partnerships with families, caregivers, and community members.

COURSE STRUCTURE

- The course will be interactive and will include a mix of 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. While you will not be required to be a vocal contributor to every large group discussion, everyone will be expected participate in dialogue within our small group discussions. Our class meetings are a space for us to be a community and support one another.
- **Please put your cell phones away during class. If you are on-call for work, please keep the ringer off and let the instructor know that you may need to leave the room to take a call. Computers are only allowed as needed for appropriate class assignments.**

COURSE ASSIGNMENTS

You will have the following assignments during the course. More information will be provided closer to the deadlines. The following provides for you an overview:

Attendance and participation: Attendance at all class meetings is **required** and is **essential** to your success in this course. This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. **Please note that attendance and participation points, which are 150 points of your grade this semester, will be based on activities that will be completed during class. Each in class activity will be submitted at the end of class and will require that you have completed the readings for the week.**

Students must let the instructor know as soon as possible if they will be missing class. It is the students' responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences.

Communication with the instructor is very important in this class. In the event that a student misses four more classes, they will receive a failing grade. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early).

Teacher or family interview: You'll be asked to conduct a short interview with a teacher or parent/guardian. You will have opportunities to learn about their priorities in facilitating home, school, community partnerships. After the interview, you will write a 3-4 page reflection paper about what you learned, what surprised you, how the interviews help you grow as a professional, and how you would build a strong family and school partnership differently.

Letter to Yourself: You will write a reflection in the form of a letter to yourself. In your letter, include **three** takeaways from the book entitled Troublemakers. In each takeaway, please include 1) describe the takeaway idea, 2) explain why this is important for you as a teacher, and 3) make a connection to the book and our class discussions.

Community Resource Exploration Project: you will work with a partner to search community organizations or resources from surrounding/neighborhood areas. You will choose a type of family to achieve the purpose of this

assignment; which is to help you brainstorm their needs, identify many of the available resources for them, and create a brochure for them to use (Group project).

Family Engagement Project: With your group member(s), you will create a series of family engagement projects and home-school connection activities. This is a collaborative project creating a plan that is inclusive and considers the multiple forms of family demographics we have considered during the course. For this collaborative assignment, you are going to practice how to collaborate with each other in terms of how you will work together, what roles you need people to carry out to complete the project plan, and how you will ensure equitable practice (Group project).

COURSE EVALUATION

Teacher or family interview (100 pts)
Community Resource Project (100 pts)
Letter to Yourself (50 pts)
Family Engagement Project (100 pts)
Attendance and Participation (150 pts)

COURSE GRADING SCALE

A = 450-500 points (90%-100%)
 B = 400-448 points (80%-89%)
 C = 350-399 points (70%-79%)
 D = 300-349 points (60%-69%)
 F = <299 points (<59%)

NOTES ON GRADES

In this course, I want you to stay focused on the formulation of critical ideas and pushing your thinking around children and schooling. If I see that you are putting forth effort in this course to further your thinking of what learning is and can be, then you will do well in this course. Not completing assignments or having deficit views of children, families, and communities are the primary reasons for making less than A.

COURSE CALENDAR

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

Date	Topic	Readings	Assignment DUE
1 08/23	Course introduction	Syllabus and building community	
2 08/30	Teacher Identity	Building Community, cont. Teacher Identity	Bring art making supplies to class
3 09/06	The purpose of schooling	Shalaby (2017): Preface & Introduction	Meeting 3:00-4:30pm online via zoom (see canvas for link); no in person class this week *make connection with family or

			teacher you will interview
4 09/13	Learning from Zora	Shalaby (2017): pp. 3-39	*Do family or teacher interview *Nash book available at B&N to purchase by 9/15
5 09/20	Learning from Lucas	Shalaby (2017): pp. 41-72	*Start to prepare your notes from your interview to share in class next week
6 09/27	Connecting with teachers and families	n/a	Teacher or family interview Due Sept 27 , bring a copy to class or laptop
7 10/04	Learning from Sean	Shalaby (2017): pp. 75-81-114	Letter to Yourself draft, first takeaway due Fri, Oct 6 *make sure you have purchased the Nash book!
8 10/11	Learning from Marcus	Shalaby (2017): pp. 115-149	Letter to Yourself draft, second takeaway due Fri, Oct 13
9 10/18	In what ways can we use our power as teachers to reimagine and re-enact new modes of social belonging? Thinking differently about young children	Shalaby (2017): pp. 151-169 Shalaby (2017): pp. 170-187	Letter to Yourself Third takeaway and overall paper Due Friday, Oct 20
10 10/25	Intro to culturally sustaining pedagogies in ece	Nash et al (2021): introduction content & pp. 1-34	
11 11/01	Translanguaging	Nash et al (2021): pp. 35-60	
12 11/08	Engagements with Latina mothers	Nash et al (2021): pp. 61-81	Final Community Resource Project Due via Canvas, Sun Nov 5 (Group presentation in class)
13 11/15	Students lived experiences & sharing knowledge through ECE literacies	Nash et al (2021): pp. 82-99 Nash et al (2021): pp. 100-120	Phase I of Family Engagement Project Due, Fri, Nov 17
14 11/22	FALL BREAK NO CLASS		

15 11/29	Action steps	Nash et al (2021): pp. 121-147	Phase II Family Engagement project Due, Fri, Dec 1
16	In class final presentations		Final Family Engagement Project & Group Presentations Due Dec 6

IMPORTANT DATES

08/23 – First day of class

09/01 – Last day to drop a course & receive a full refund

11/10 – Last day to drop with a W

11/11 – First day to request incomplete (eligible if you are passing at the time of the request)

11/20 - 11/26 – Fall Break

12/06 – Last class meeting day

12/15 – Last day of session

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. Those revisions will be announced on Canvas, and the appropriate changes will be made to the module.

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, ten percentage points will be deducted for each day late beyond the due date. No assignments will be accepted after one week.** If you are absent the day an assignment is due, make arrangements to submit by the due date to avoid late penalties. 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.

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.

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>

Department of Teacher Education and Administration: Preparing Tomorrow's Educators and Scholars

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

UNT's Standard Syllabus Statements

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Course Safety Procedures (for Laboratory Courses). Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

Department Syllabus Statements

Foliotek ePortfolio (where applicable). Foliotek is a software data management system (DMS) 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 evidences/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://coe.unt.edu/educator-preparation-office/foliotek>

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

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]