

EDEC 1010.010: Learning with and from Young Children

Fall 2021

University of North Texas

Department of Teacher Education and Administration

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Office hours Book using Calendly link on Canvas	Email: Ranita.Chervu@unt.edu
Communication Expectations With the exception of weekends, please allow 24 hours for a response if you send an email. Include the course number in the subject line to help me know what section you are in.	

COURSE STRUCTURE

Our section meets Tuesdays & Thursdays from 10-11:20 a.m. in Gateway 042. However, these meetings are subject to our ongoing situation with COVID-19. Be sure to check your UNT email every morning to know about any shifts in our schedule. Additionally, please note the following:

- 1) The City of Denton passed a mask mandate as of August 13, 2021. UNT requests that students, faculty, and staff comply with the mandate to ensure the safety of everyone in the local UNT community and in the communities that we return home to.
 - a. Know that children younger than 12 are part of the unvaccinated population right now, and many students, staff, and faculty have children in their families.
- 2) Once you select a seat in the classroom, I ask that you sit in the same seat for the remainder of the semester. It's easiest that way for me to track attendance and will ease contact tracing, should we need to come to that.
- 3) **If you are not feeling well, do not come to class.** I will record class sessions and upload them to Canvas. During a time like this, I will not penalize you for missing class. Make sure to keep me updated and take initiative to stay updated on course events. If you have excessive absences (missing class over 25% of the time), I will be in contact.
- 4) To view the recording in real time, [use this link](#) (also posted on Canvas). Recordings will be posted on Canvas. Note that the quality of recordings are not always great. You may not be able to hear everything, so use this option only as needed.
- 5) If you are absent, please inform me using this [form](#). You are responsible for reviewing the course materials, announcements, and recordings. Please come with questions after you have checked Canvas.

BRIEF OVERVIEW

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

OBJECTIVES

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

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

TEXTS

All texts will be uploaded to Canvas, corresponding with each week.

COURSE ASSIGNMENTS

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

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

Participation (40%): The course will be interactive with plenty of group discussions and activities. We'll engage in material inquiry. In that time, you'll be asked to present provocations to peers as well as respond to peers' provocations.

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

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

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

COURSE EVALUATION

Assignment	Points
Attendance & participation	400
Artifact analysis	200
<i>Spaces for Children</i> analysis	200

Curricular mapping	200
TOTAL:	1000

COURSE GRADING SCALE

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

ON GRADES

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

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

All of this is to say a few things:

1. It is your responsibility to keep track of your grades. Grades on Canvas may be inaccurate so to figure out your grade, total up your points and divide it by the total possible number of points.
2. If you want to dispute your grade on an assignment, wait 24 hours and then send me an email with a rationale as to why you believe your grade should be higher.

Note on late assignments: All written assignments should be completed on time. *I will accept all assignments up to 24 hours after the due date with no questions asked or explanations needed. I encourage you to use this grace period as needed, but at the same time to not plan around the grace period.* If you are unable to turn in your assignment beyond the grace period, please make arrangements with me ahead of time (not on the due date/grace period). Without prior arrangements, five percentage points will be deducted for each day late beyond the due date. If you turn assignments in late, I reserve the right to only provide a grade and zero to few comments. Late assignments may be subject to grade reduction.

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

IMPORTANT DATES

08/23 – First day of class

09/04 - Last day to drop a course & receive a full refund

11/12 – Last day to drop with a W

11/13 – First day to request incomplete (eligible if you are passing at the time of the request)

11/25 – 11/26 – November holiday (known as Thanksgiving by some and National Day of Mourning by

Indigenous communities and their allies)
 12/02 – Last class meeting day
 12/10 – Last day of semester
 12/13 – Grades posted

CALENDAR

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

Date	Inquiry Question	Readings	Assignment
PART I: ORIENTING TOWARD CHILDREN			
Week 1 Aug 24/26	Orienting towards children: What's so great about young children?		
Week 2 Aug 31/ Sept 2	What is your conception of a child? Recognizing the child as constructed by adults	Kohn (2015a) Christakis (2016a article)	
Week 3 Sept 7/9	What is the role of play in the lives and learning of children? Children's play as a fundamental right	Gray (2014) Decline of play [TEDTalk]	
Week 4 Sept 14/16	How is play a higher order skill? Further examining play as a mode of inquiry	Jones (2003)	
Week 5 Sept 21/23	How do children inquire and make sense of their social worlds? Children's inquiries within their human and more-than-human worlds	Kohn (2015b)	
PART II: DECONSTRUCTING & RECONSTRUCTING SCHOOL			
Week 6 Sept 28/30	What is the purpose of school? Examining what classrooms aim to teach and what children actually learn	Kohn (2006)	
Week 7 Oct 5/7	Why might school need to be deconstructed and reconstructed? Continuing to think about the gaps between what we are	Christakis (2016) Jackstreet podcast on calendar time	Artifact of schooling process due Sunday, 10/10 at 11:59 p.m.

	supposed to learn and what we actually learn		
Week 8 Oct 12/14	What does the research say about children's environments? Reconstructing spaces for children in the image of the child	Kuh (2014) Introduction	
Week 9 Oct 19/21	What else can school look and feel like? Examining progressive approaches to early childhood education	Kuh & Rivard (2014) Ch. 1	
Week 10 Oct 26/28	Where and how can learning happen? Learning that feels like freedom, and "classrooms" that are outside of classrooms	Curtis & Carter (2005) Bentley (2012b) (‘Preschool Stroll...’)	Analysis of classroom scenes due Sunday, 10/31 at 11:59 p.m
PART III: CURRICULUM THAT HONORS YOUNG CHILDREN			
Week 11 Nov 2/4	What are the affordances of loose parts and everyday materials? Material inquiry through exploration of our common worlds	Massey (2017) Wien (2008)	Possible material inquiry activity, depending on situation with pandemic
Week 12 Nov 9/11	What can curriculum for young children look like? Designing provocations that provoke thinking	Seitz (2006) Halls & Wein	
Week 13 Nov 16/18	What do I do while children play, inquire, and experience the world? Teachers as facilitators, observers, and documenters	Documenting children's learning video Kohn (2021)	
Week 14 Nov 23	How can children's interests be curriculum? Thinking and doing school with children's interests and inquiries at the center	Wien (2001) Ch. 7	

Week 15 Nov 30/ Dec 2	How can school expand children's worldviews and meanings? Creating critical and intellectually rigorous curriculum	To be determined	
Finals week: Curricular maps due December 7 th at 11:59 p.m.			

NOTEWORTHY

University Mental Health Services: This is undoubtedly an incredibly difficult time for everyone, and for some students, current and ongoing events may be challenging your fortitude. Please know that UNT has resources to support students who may find it difficult to find joy at this time:

<https://studentaffairs.unt.edu/student-health-and-wellness-center/>. You can also contact the center at 940-565-2333 or askSHWC@unt.edu. For mental health resources, please refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>

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

Title IX Services: Sexual discrimination, harassment, & assault: The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT's Dean of Students' website offers a range of resources to help support survivors, based on their needs:

<http://deanofstudents.unt.edu/resources>. Renee McNamara is UNT's Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648.

POLICIES

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

Attendance. Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. You can use this form to let me know: <https://forms.gle/WXYfzxQ8JfYFBhtH7> *Please note that I am not responsible for catching you up on material you've missed.*

If you are experiencing any symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and

Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

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

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

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

Course Materials for Remote Instruction. Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>

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. (UNT Policy 16.001)

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

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an

email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) 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.

Acceptable Student Behavior. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

Educator Standards Addressed in this Course

The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

Texas Teaching Standards:

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

Standard 1--Instructional Planning and Delivery. Standard 1Ai,ii,iv; 1Bi,ii (Lesson design)

Standard 2--Knowledge of Students and Student Learning

Standard 3--Content Knowledge and Expertise

Standard 4--Learning Environment

Standard 5--Data-Driven Practice

Standard 6--Professional Practices and Responsibilities

EC-12 Professional Pedagogy and Responsibilities (PPR) Standards

The beginning EC-12 teacher knows and understands:

- Competency 001: human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs
- Competency 002: student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning
- Competency 005: how to establish a classroom climate that fosters learning, equity and excellence and USES this knowledge to create a physical and emotional environment that is safe and productive
- Competence 007: principles and strategies for communicating effectively in varied teaching and learning contexts.

EC-12 Tech Apps Standards

The beginning EC-12 teacher knows and understands how to:

- Standard I. use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products
- Standard II. collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.
- Standard III. make informed decisions by applying critical-thinking and problem solving skills.

Department of Teacher Education and Administration

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

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

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