Instructor:	Ranita Cheruvu
Course Meets:	Wednesdays, 12-2:50 MATT 102
Office Hours:	Tuesdays 10-2pm (Denton); Thursdays 11-1pm (Frisco); by appointment
E-mail:	Ranita.cheruvu@unt.edu
Note on email:	*Please include EDEC 3613 in the subject line; if you do not receive a response in 48 hours then feel free to send a gentle reminder.*

OVERVIEW

This course provides you with an introduction to the study of children and childhoods. We will undertake this through the sociology of childhood as a way to emphasize a dynamic relational approach to understanding children. This model assumes that childhood is a structural form and that children are active social agents who impact, and are impacted by, society and their social surroundings. Over the semester we will engage in the study of children and childhoods, and will walk away from the class seeing the complexity of young children and childhoods as we examine childhoods across time, space and place; play, children's friendships; popular culture; children's material and symbolic worlds; and children as change agents. Children do not exist for us to manage, impart our wisdom, and instruct; to be a teacher means to see children as worthy of our study, thought, care, and generous interpretation. We have much to learn from children, if we only allow ourselves to be in a position of uncertainty, of questioning, and of needing to know more about them.

REQUIRED TEXT

There are no required texts for this course. All readings and multimedia can be found on Canvas.

OBJECTIVES

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

1. Analyze, from a sociological perspective, children and childhoods;
   a. Apply concepts from the sociology of childhood to children's peer culture and play;
   b. Develop skills of observation and interpretation through an introduction to ethnographic observations;
   c. Account for children's perspectives on matters that they have knowledge of and the issues that affect them;
2. Understand that childhoods intersect with race, gender, class, religion, etc. and that there are differential impacts depending on a child's social position;
3. Co-create an ongoing archive of childhoods that contributes to understanding childhoods as multiple, complex, and shifting as a result of individuals' situated lives within time/space.

COURSE STRUCTURE

This class will meet weekly and is a discussion based course in which we collectively analyze and discuss various course readings, artifacts of childhoods, multimedia. It is imperative that you come to class prepared by completing the assigned readings, videos or brief research. Therefore, your attendance is essential for your success in the course. Please check Canvas each week to see what the readings/engagements are as they may shift based on your interest in various topics.

COURSE ASSIGNMENTS

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

Attendance & Participation: Your attendance and participation in class is the key to success in this course. In addition to attending class, you should also be an active learner in class, participating in class activities, and contributing to small and large group discussions.

Weekly Reading & Media Notes/Reflection: Engaging with the readings and multimedia texts assigned each week prior to class is essential as they are our foundation for our work and discussions in class. Each week you will submit notes/reflections on the readings. We will discuss in class what are some possible formats (e.g., sketch notes, audio/video recordings of notes). If you submit by Friday after class then you may earn partial credit.

Intergenerational Interview: You will interview a person at least 15 years older than you to better understand their childhoods, including the local and global systems that have influenced their development and being in the world.

Childhood Issues Project: You will choose a global issue that shapes childhoods today and create a digital slideshow or pamphlet explaining this issue and how it impacts children today.

Analysis of Popular Culture Artifact : You will select an aspect of children's material, symbolic or material culture and critically analyze it using course concepts and materials. This includes but is not limited to children's media, toys, material interests, popular culture artifacts, technology/social media.

Final Reflection: You will submit a 3-4 page reflection on what you have learned over the semester with respect to children and childhoods. Your reflection should make connections to course ideas, course readings, assignments, and discussions. Your reflection should include a description of at least 3 big takeaways from this semester and how these big ideas related to children and childhood will shape your work as a teacher.

COURSE EVALUATION

Assignment	Points
Attendance & Participation	150
Weekly Reading/Multimedia Notes	70
Intergenerational interview assignment	100
Childhood Issues Project	100
Analysis of Popular Culture Artifact	100
Final Reflection	80
TOTAL:	600

COURSE GRADING SCALE
A = 540-600 points (90%-100%)
B = 480-539 points (80%-89%)
C = 420-479 points (70%-79%)
D = 360-419 points (60%-69%)
F = <360 points   (<59%)

Course Schedule of Topics

* Instructors reserve the right to change the schedule/readings

Week	Topic	Assigned Readings & Multimedia Texts	Assignments
Foundations of Childhood Studies			
Week 1 January 15	Course Introduction Sociology of Childhoods Critical Childhood Studies	Read: Galman (2019) Chapter 1	Reading/ Media Notes & Reflection 1
Week 2 January 22	Discourses & representations of childhood	Read: Galman (2019) Chapter 2 Woodrow (1999)	Reading/ Media Notes & Reflection 2
Week 3 January 29	Childhoods Over Time, Space and Place Historical Views of Children and Childhood	Read: Valkonova (2018)	Reading/ Media Notes & Reflection 3
Week 4 February 5	Childhood Revisited	Listen to: Hart (2015)	Reading/ Media Notes & Reflection 4
Children in the World			
Week 5 February 12	Differentiated Childhoods	Watch: Voices of Children film Read: Crafter (2017) or Orellana (2009)	Reading/ Media Notes & Reflection 5
Week 6 February 19	Schooling and childhoods	Getting into Kindergarten Videos	Reading/ Media Notes & Reflection 6 Intergenerational Interview Due
Week 7 February 26	Children's Rights Social Issues	Listen: Valentine (2020) Read: Osorio (2018)	Reading/ Media Notes & Reflection 7
Week 8 March 5	Children and Families Social policies	Read:Yarrow (2009)	Reading/ Media Notes & Reflection 8
Week 9 Spring break March 10-16			

Childhood Culture			
Week 10 March 19	Peer culture	Corsaro Chapter 6	Reading/ Media Notes & Reflection 9
Week 11 March 26	Friendship: Sharing, Participation, sharing and control	Selections from Corsaro (2003)	Reading/ Media Notes & Reflection 10 Childhood Issues Project Due
Week 12 April 2	Play worlds of children Technology & Childhoods	Watch: Handgames: The Games Black Girls Play La Lotería: 600 years of History	Reading/ Media Notes & Reflection 11
Week 13 April 9	Children's Popular Culture	Read: Semuels (2018) Come to class with research and at least 1 article on an aspect of children's popular culture	Reading/ Media Notes & Reflection 12
Week 14 April 16	A critical look at popular culture The Commodification of Children	Pugh (2009) Giroux (2011)	Reading/ Media Notes & Reflection 13
Week 15 April 23	Popular Culture Workshop	Locate and read at least 2 sources related to your topic	Reading/ Media Notes & Reflection 14
Week 16 April 30	Final Thoughts on the Future of Childhoods	Analysis of Childhood Cultures Artifact Presentations	Analysis of Childhood Cultures Artifact Due
Week of Finals: May 3- May 9 Final Reflection Due Wednesday, May 7th by 12noon			

COURSE POLICIES

Class Attendance: Your attendance at weekly meetings is key to your success in this class. Each week your attendance and participation will count towards your final grade. Each week's attendance counts as 10 points towards your final grade (approximately 20% of your grade). The attendance policy is not meant to be punitive but simply to ensure that you are able to fully engage in this course and that there is equity in how final grades are determined.

If you have to be absent, please contact me via email as soon as you know you will be absent. It is your responsibility to get the notes and handouts from class and you must submit major assignments if due on that date regardless of your absence. You are allowed 1 excused absence for which there is no penalty. After that, you may miss one more class for an excused absence and receive partial credit for up to five points with make up work. Make up work will be based on the class topic that you missed. Make up work must be completed within 1 week from your absence. After the second absence, makeup work will not be offered. Four or more absences in the course will result in a failing grade.

See this link for university defined excused and unexcused absences. If your 2nd and 3rd absence and beyond are due to extenuating circumstances please reach out to me. As per university policy I may use my discretion in excusing absences. Life is full of so many unexpected moments and challenges, so just as you commit to engaging in this course to the fullest extent, I commit to engaging in compassion, understanding and grace to the fullest extent!

Tardiness: Students who miss more than one hour of class will be considered absent from that class meeting. 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).

Please note: it is the student's responsibility to drop this course, if necessary. See university calendar for important semester dates.

Canvas: We will use Canvas as the platform for the course. It is your responsibility to check Canvas for the readings and learning engagement assignments which will be uploaded there. From time to time, I may make revisions to this syllabus, based on the needs of the class. Those revisions will be announced on Canvas, and the appropriate changes will be made to the module.

Assignments: *All written assignments should be completed on time. I will accept all assignments (except for final reflection) 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 points will be deducted for each day late beyond the grace period. All written assignments must be completed in APA style (http://www.apastyle.org/ or https://owl.english.purdue.edu/owl/resource/560/01/). You must submit assignments via Canvas. Please note that many submissions will go through Turnitin, a plagiarism checker, so make sure that your work is original.

Assignments have been intentionally assigned throughout the semester to align with the course readings and meetings. Additionally, I have put careful thought into spreading out the assignments so that the work is meaningful and for the most part assignments don't overlap.

Please be proactive in looking ahead at assignments so that you can ask any clarifying questions well before it is due. I will be going over assignments in class. On the schedule I have indicated when assignments are due. You can also use the calendar tool in Canvas. If an assignment due date is changed due to course needs and/or student learning needs, please know that the due date will only be postponed but never preponed.

Extra credit: I do not give extra credit assignments so it is important for you to do your best on the work that is already assigned in the course.

Incompletes: All assignments need to have been completed for a grade to be issued. Incompletes will not be granted, with the exception of a documented emergency.

Technology in the Classroom: You may use your tablet or laptop during class. However, at the sametime I know that having your computer or tablet open can be challenging as it can be distracting when there is so much at your fingertips—but please try to refrain from distracting yourself and your peers.

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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.

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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.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Therefore, any acts of plagiarism, use of AI technology to complete course work, or the use of any other materials/methods/means not one's own, is prohibited. These types of offenses will be judged by the instructor, who will determine the best course of action to rectify these issues.

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

UNT AND DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION POLICY STATEMENTS

ACADEMIC INTEGRITY

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

Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity:
http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

ACCEPTABLE STUDENT BEHAVIOR

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

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.

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.

EMAIL – EAGLE CONNECT

All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

For this course, should you need to contact me, please send me an email via Canvas. This allows me to better keep track of your questions, comments, and messages. It also allows me to keep track of which class my students are emailing me from- thank you in advance!

EMERGENCY NOTIFICATION & PROCEDURES

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

ETHICAL BEHAVIOR AND CODE OF ETHICS

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

OBSERVANCE OF RELIGIOUS HOLIDAYS

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted

during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates.

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

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

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

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

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

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 POLICYTeachers 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, visit https://ltc.unt.edu/labs/unt-writing-lab-home.

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.