

EDEC 3700 Pedagogies and Practices of Early Childhood
FALL 2024
University of North Texas
Department of Teacher Education and Administration



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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 on Tuesdays from 1-3:50 in MATT 102.

COURSE PREREQUISITES

Admission to Teacher Education program. Concurrent enrollment in EDEC 3750. Enrollment in Block A.

BRIEF OVERVIEW

This course considers the significant role that environments and aesthetics play in children's experiences, learning, and development and will examine school environments, as well as the children and childhoods produced in and through the policies, practices, and pedagogies of schools. This course serves as the centering course for Block A and requires attendance in seminars. Students will also need to participate in a 20-hour field experience that engages them in thinking critically about humanizing educational practices that center children's identities, knowledge and sense making, as well as a sense of community and belonging..

REQUIRED FIELD HOURS

Students will be expected to observe and participate in 20 hours of classroom activities at the UNT-affiliated laboratory school, the Center for Young Children (CYC) or another site for the Frisco students. Students will spend 2 hours a week for 10 weeks (20 hours total). The placements will start around the 4th week of class. Each week students will be asked to observe multiple processes and practices. These will include 1) caregiving practices (e.g. toileting, feeding, napping); 2) discursive practices (e.g. how adults talk to and about children); 3) material and aesthetic practices (e.g. how children are encouraged to create; how materials are used in the classroom; what materials are made available to children); 4) play practices (e.g. how are children allowed to play and how their play can inform curriculum); 5) ecological practices (e.g. how children are entangled with the more-than-human world); and 6) academic practices (e.g. how children and adults negotiate times like calendar time, morning meeting, read-alouds). Students will be expected to use reflexive journaling to analyze these practices and provide recommendations.

OBJECTIVES

This course is designed to denaturalize typical ways of seeing and understanding early childhood pedagogies and practices. To do this, you will engage with the following course goals:

1. Critically assess how the aesthetics of schools impact the learning experiences and well-being of young children, families, and communities;
2. Identify various ideologies and discourses that may undergird the design, approaches, and processes of different school practices for children;
3. Contrast and analyze longstanding practices and pedagogies within traditional and progressive Western classroom environments in relation to Afro-centric and Global South ways of knowing, doing, and thinking about learning and school;
4. Evaluate aesthetic and pedagogical choices that communicate humanizing and critical pedagogies in school;
5. Enact critical changes in the classroom environment to assess their impact on children's relationships, well-being, and learning.

TEXTS

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

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:

Class Attendance and Participation: In class is when we discuss the conceptual frameworks that guide our analysis of classroom and school environments. It's imperative that you participate in our discussions and activities. It is also imperative that you complete the readings/videos prior to classtime. We will use the readings/videos in class activities. Part of your participation grade will come from in class reading/video check-ins and activities.

Ethnographic Observations of Children's Knowledges: For this assignment you will, take observational notes of children in your placement and analyze their knowledge and sense-making.

Digital Documentation Panel: You will collect four artifacts from your classroom visits. Then, using these artifacts, you'll create a digital documentation panel to tell the story of a child's (or children's) inquiries. You will share this in class and then write a short reflection, answering questions about the provocation your panel was based on.

Reflexive Journaling: You will complete three journal entries based on your experiences at the CYC/alternative preschool site using the provocations provided in class. In each journal entry, you'll be asked to reflect on an encounter with young children, analyze what they understand about living and being in the world, and provide possible next steps you could take as an educator to extend upon their knowledges.

School Practices Analysis: Many traditional practices and policies we live with in school are considered "normal" and a "natural" part of school. We rarely ever question their purpose, how they are enacted, and how they might be beneficial and/or harmful (or exclusionary). In this analysis assignment, you will be asked to analyze the practices and pedagogies of your placement.

COMMUNITY IN OUR COURSE

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

HOW TO SUCCEED IN THIS COURSE

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. Be present and remember that your learning will shape your teaching practice and the learning of your future students.
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.
4. Come prepared to class and have completed the assigned texts.
5. Complete and turn in assignments on time;

My priority is your learning and success in this course, and at the same time I know that we are all human beings with very real lives outside of this course which sometimes pose challenges to our coursework and learning. If you feel that you are struggling for any reason, please reach out to me so we can make a plan to support you with flexibility, grace, and accommodations as needed.

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

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.
3. If you have severe anxiety around grades, do let me know early on so that we can find a grading procedure that works best for you.

Note on late assignments: If you turn assignments in late, I reserve the right to only provide a grade and minimal 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 rubrics for all of the assignments so be sure to use them as guides for your own. If you use them and edit your work for clarity, you should be okay.

COURSE EVALUATION

Assignment	Points
Attendance & Participation	200 points
Ethnographic Observations Memo	50 points
Reflexive Journal Entries	150 points (50 points each)
Documentation Panel	200 points
School Practices Padlet & Analysis	200 points
CYC Placement (20 Hours Total)	100 points

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%)

Schedule of Topics

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

Week	Topic	Assignments
8/20	Course Introduction Early Childhood Approaches to Education & Care	Placement Organization
8/27	Early learning standards ECE Environments as a "Third Teacher"	
9/3	Field Experience preparation Online session	Complete Online module on Canvas
9/10	Community & relationships in ECE spaces	Field Experiences begin (tentative)
9/17	Designing Provocations	Start collecting artifacts this week
9/24	Artifacts of learning Analyzing children's learning	
10/1	Pedagogical Documentation	Journal Entry #1 due Tuesday, 10/1 by 11:59 p.m.
10/8	Pedagogical Documentation Workshop	Ethnographic observations memo due Tuesday 10/8 by 11:59 pm
10/15	Discursive Practices	Digital Documentation Panel due by Tuesday, 10/15
10/22	Caregiving Practices	Journal Entry #2 due Tuesday, 10/22 by 11:59 p.m.
10/29	Material and Aesthetic Practices	

11/5	Play Practices	
11/12	Schooling Practices	
11/19	Ecological Practices	Journal Entry #3 Due Tuesday, 11/19 by 11:59 p.m.
<i>Week 13</i> <i>Fall Break- No Class</i> <i>November 25-December 1</i>		
12/3	Last class Reflecting on our learning	School Practices Analysis Due by Tuesday, 12/10 at 11:59 p.m.
Final Exam Week December 7-13		

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 towards your final 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. You are allowed 1 excused absence for which there is no penalty. After that, for each excused absence while you will not be able to make up the work for full credit, you can make up the work for up to 5 points. 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.

See [this link](#) for university defined excused and unexcused absences. If your 2nd 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!

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 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. 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 same time 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 refrain from distracting yourself and your peers.

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.

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 RESOURCES

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>

SURVIVOR ADVOCACY

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit 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. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565-2759.

MENTAL WELL-BEING 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>

COURSE POLICIES

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. 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.

ACCESS TO INFORMATION – 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.

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.

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>.

Texas Educator Preparation Standards

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.