EDEC 4633 Summer 5W2
Nurturing Children's Social Competence

University of North Texas
Department of Teacher Education and Administration

Instructor: Ranita Cheruvu, Ed.D.
Course Meets: online
Office Hours: Tuesdays 10—11:30am via Zoom (see link on Canvas)
E-mail: Ranita.Cheruvu@unt.edu (48 hour response, except on weekends)
Note on email: **When you email, include EDEC 4633 in the subject line.

ONLINE DESCRIPTION

Facilitating the social and emotional skills of young children. Incorporates an ecological approach to significant influences on self-esteem and self-concept including diversity, family, creativity and individual differences. Includes analysis of play theory and research. Field experience required. Prerequisite: EDEC 3613.

OVERVIEW & BIG IDEAS

Social competence has traditionally been understood from developmental models of socialization, and the decisions we make as teachers are impacted by how we conceptualize the notion itself. The course will begin with a brief survey of dominant theories of social development to understand how institutional (i.e. school) decisions are made about who gets to be deemed "social competent".

In the middle of the semester, we will engage with critical theories— which consider issues of class, gender, race, and other cultural constructs—to build onto traditional theories. Our collective inquiry will be guided by the primary text for this course (Shalaby's [2017] *Troublemakers*) and the questions: *What shapes our ideas of social competence? How do we, as educators, design curriculum and our learning environments in light of this?*

The final third of the course will focus on the role of teachers in children's social development. We will begin to explore the ways that classrooms can be spaces for belonging, that nurture children's social competence, as opposed to spaces that produce "troublemakers".

REQUIRED TEXT

Shalaby, C. (2017). *Troublemakers: Lessons in freedom from young children at school*. New York, NY: The New Press. *This text 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

Other texts will be uploaded to Canvas, corresponding with each module. Access Canvas via your my.unt.edu account or https://unt.instructure.com/

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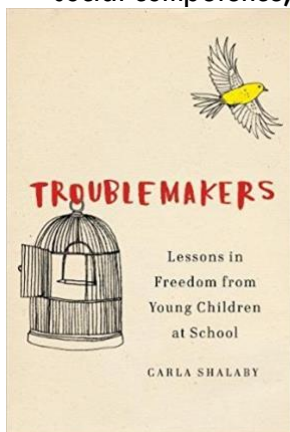
By the end of this course, you should be able to:

1. Identify the *big ideas* undergirding dominant theories of social development as they pertain to EC-6th grade children
2. Undertake critical perspectives of social development in EC-6th grade children
3. Recognize the diverse influences on the social and emotional development of children, including school policies, curriculum and classroom procedures, visual and digital media, etc.
4. Conceptualize and orient theoretically to aspects of social competence, such as self-esteem, self-regulation, aggression, the formation of friendships, resilience, discipline, compliance with rules, expectations, and consequences
5. Understand the importance of play in the social development of children (or any human being)
6. Develop ideas and initial strategies that promote an inclusive, socially just curriculum

COURSE STRUCTURE

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

OVERVIEW OF COURSE ASSIGNMENTS
More details will be provided in class and on Canvas.

Weekly learning engagements: This refers to the work that you submit during the week that supports your learning. This includes discussion posts, responses to readings and videos

Short answer quiz: The short answer quiz is comprised of questions related to the theories and big ideas we discuss in the first week of class. Your responses should reflect your critical understandings, in your own words, of the course content.

Children's social knowledge synthesis paper: This is a 5 to 7 page (double-spaced, APA formatted) paper will be based on observations and anecdotes of children from a selection of videos. The paper should present your impressions of children's social knowledge and positioning (based on observation only). It will end with questions that you would want to pursue to learn more about children in order to support their social well-being in the classroom. This paper should engage many of the readings and discussions to date.

Final Reflection paper

COURSE EVALUATION & GRADING SCALE

320 points Learning engagements (16)   A = 450-500points   (90%-100%)

60 points	Short answer quiz	B = 400-449 points (80%-89%)
60 points	Social knowledge synthesis Paper	C = 350-399 points (70%-79%) D = 300-349 points (60%-69%)
60 points	Final Reflection Paper	F = <299 points (<59%)

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500 points	Total

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

Suggested pacing below—note that it is important to complete learning engagements by the end of the week so that you do not feel overwhelmed the following week and so that the content builds on each other.

Class	Date	Discussion Topic	Readings/Videos	Assignment
PART I: HOW CAN WE UNDERSTAND CHILDREN'S SOCIAL DEVELOPMENT & RELATIONSHIPS?				
Week 1	Monday, July 6	Course Orientation What are we talking about when we talk about social competence?	Clarke-Stewart (2014), pp. 3-11	1. Learning Engagement 1 2. Introductions 3. Questionnaire 4. Doodle Poll
	Tuesday, July 7	Traditional theories of social development	Clarke-Stewart (2014), pp. 1-2, pp. 11-29	Learning engagement 2
	Wednesday, July 8	Troubling traditional theories of social development: How do these theories apply to children *today*?	Case Studies	Learning Engagement 3
	Thursday, July 9	Integrating the old and the new: Moving beyond/with traditional models of social competence	Watch Barbara Rogoff Videos	Learning Engagement 4
Short Answer Quiz due Sunday, July 13th by 11:59pm.				
PART II: WHAT SHAPES OUR NOTIONS OF 'SOCIAL COMPETENCE'				
Week 2	Monday, July 13	Play as a context for social development and learning, in early childhood and beyond	Cohen et al. (2015) Chapter 5	Learning engagement 5
	Tuesday, July 14	Play as a tool for learning	Axelrod (2014)	

	Wednesday, July 15	Recording children's play: What does it mean to observe children at play?	See Canvas	Learning Engagement 6
	Thursday, July 16	Understanding children and their funds of knowledge	Riojas-Cortez (2001)	Learning Engagement 7
Children's social knowledge synthesis paper due Sunday, July 19th by 11:59 pm

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

Week 3	Monday, July 20	Examining schools as social contexts: The relational spaces of school	Emdin (2016) Ch. 1	Learning Engagement 8
	Tuesday, July 21	The purpose of schooling: Freedom and its role in social development	Shalaby (2017): Preface and Introduction	Learning Engagement 9
	Wednesday, July 22	Exploring social competence- learning from Zora	Shalaby (2017): Zora pp. 3-39	Learning Engagement 10
	Thursday, July 23			
	Friday, July 23	Culturally responsive pedagogy as a tool for nurturing children's social capacities	See Canvas	Learning Engagement 11
Week 4	Monday, July 27	Exploring social competence- learning from Lucas	Shalaby (2017): Lucas pp. 40-74	Learning Engagement 12
	Tuesday, July 28			
	Wednesday, July 29	Social emotional learning tools	See Canvas	Learning Engagement 13
	Thursday, July 30	Exploring social competence- learning from Marcus	Shalaby (2017): Marcus pp. 115-149	Learning Engagement 14

Week 5	Monday, August 3	Exploring social competence- learning from Marcus		
	Tuesday, August 4	Making space for children's funds of knowledge in the curriculum	Yoon, Llerena, & Brooks (2016)	Learning Engagement 15
	Wednesday, August 5	Setting children up to be "socially competent": The teacher's power	Shalaby (2017) pp. 151-181	Learning Engagement 16
	Thursday, August 6	Curricular and pedagogical practices that nurture children's infinite capacities and knowledge	See Canvas	Work on Final Reflection Paper
	Friday, August 7- Finals	***Final Reflection Paper due by Saturday, August 8 11:59 pm***		

REFERENCES

Andolan, S. (2008). Children being in the world [Video]. Retrieved from https://www.youtube.com/watch?v=kNFM-uUzqE8

Axelrod, Y. (2014). "Todos vamos a jugar, even the teachers"—everyone playing together. *Young Children, 69*(2), 24-31.

Clarke-Stewart, A., & Parke, R. D. (2014). Introduction: Theories of social development. In *Social development (2nd ed.),* pp. 1-33. New York, NY: Wiley.

Cohen, D. H., Stern, V., Balaban, N., & Gropper, N. (2015). *Observing and recording the behavior of young children.* New York, NY: Teachers College Press.

Emdin, C. (2014, April 8). Teach teachers how to create magic [Video]. Retrieved from https://www.ted.com/talks/christopher_emdin_teach_teachers_how_to_create_magic

Emdin, C. (2017). Chapter 1: Camaraderie. In *For White folks who teach in the hood…and the rest of y'all too: Reality pedagogy and urban education*, pp. 17-30. Boston, MA: Beacon Press.

Edwards, C. P. (1986). Chapter 1: The nature of children's social knowledge. In *Promoting social and moral development in young children*, pp. 3-20. New York, NY: Teachers College Press.

Lyiscott, J. (2018, May 23). Why English class is silencing students of color [Video]. Retrieved from https://www.youtube.com/watch?v=u4dc1axRwE4

Riojas-Cortez, M. (2001). Preschoolers' funds of knowledge displayed through sociodramatic play episodes in a bilingual classroom. *Early Childhood Education Journal, 29*(1), 35-40.

Shalaby, C. (2017*). Troublemakers: Lessons in freedom from young children at school.* New York, NY: The New Press.

Teaching Channel. (2018). The work of play [Video]. Retrieved from https://www.teachingchannel.org/video/work-time-as-play

Yoon, H. S., Llerena, C., & Brooks, E. (2016). The unfolding of Lucas's story in an inclusive classroom: Living, playing, and becoming in the social world of kindergarten. *Bank Street Occasional Paper Series*, 36, 1-19.

Van Hoorn, J., Nourot, P. M., Scales, B., & Alward, K. R. (2007). Chapter 4: Orchestrating children's play: Setting the stage. In *Play at the center of curriculum, 4th ed.*, pp. 77-107. Columbus, OH: Pearson.

Van Hoorn, J., Nourot, P. M., Scales, B., & Alward, K. R. (2007). Chapter 5: Orchestrating play: Interactions with children. In *Play at the center of curriculum, 4th ed.*, pp. 111-138. Columbus, OH: Pearson.

Course Policies

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

Class Attendance: In this asynchronous format, there is no required attendance to Zoom meetings but your "attendance" is demonstrated by completing the modules in a timely manner. Should you be unable to complete as assignment on time or beyond the grace period, it is your responsibility to reach out to me to let me know.

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. *I encourage you to use this grace period as needed and 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: We only meet synchronously via Zoom once during the week, so please use this time to engage with your peers and me. 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.

Integrity

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

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

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

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

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

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

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

NOTEWORTHY

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

Title IX Services: Sexual discrimination, harassment, & assault: UNT is committed to providing

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

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

Teacher Education & Administration
Departmental Policy Statements

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

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

ADA STATEMENT
"The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you

have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Dr. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education & Administration.

ATTENDANCE
See instructor's attendance policy.

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

E-PORTFOLIO
Foliotek is a 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

ELECTRONIC DEVICES
Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

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

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 you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if

phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

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

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

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

SPOT
The Student Perception of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you an opportunity to provide course feedback.

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

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

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

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

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

UNT CAREER CONNECT
All undergraduate students are expected to participate in "UNT Career Connect." Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: http://careerconnect.unt.edu/default.

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