EDEC 3613, Summer 2019
Introduction to Early Childhood Education
University of North Texas
Department of Teacher Education and Administration

Instructor: Tran Nguyen Templeton, Ed.D.
Preferred: Tran (rhymes with ‘tan’); she/her/hers
Course Meets: Mon to Thurs, 10:00 a.m. – 11:50 a.m. in Wooten Hall 217
Office: Matthews Hall 206-R
Student Hours: Tues & Thurs, 12:00 p.m. – 2:00 p.m.
E-mail: Tran.Templeton@unt.edu
Note on email: When you email, include EDEC 3613 in the subject line.
Office phone: 940-565-2941

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 five weeks we will engage in the study of global children and childhoods, and my hope is that you will walk away from the class seeing the complexity of young children. 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


You need to bring this book to every single class. Other texts (videos) will be linked via Canvas. 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. Read and analyze, from a sociological perspective, on global childhoods;
2. 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;
3. Develop skills of observation and interpretation through an introduction to ethnographic anecdotes;
4. Read and interpret children’s play and exploration through multiple perspectives, from traditional developmental theories to ecological and sociocultural models;
5. Apply concepts from the sociology of childhood to children’s culture and play (e.g. childhood as a structural form, play as a mode of interpretative reproduction, children’s use of secondary adjustments, etc.);
6. Account for children’s perspectives of the issues that affect them;
7. Create, pursue, and present a podcast that explores an issue relevant to children and childhoods.

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 and 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 activities.

Important: The provocations are not intended to summarize the required readings; they are meant to complement the text. The expectation is that you read before you come to class.

COURSE ASSIGNMENTS

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

Participation and attendance: The primary reason for not doing well in this course would be related to tardies and absences. In addition to the points for this, other
assignments are highly contingent on your being in class and accessing the material discussed during class. While this accounts for 200 points of your final grade, missed classes will result in a maximum grade (see attendance policy).

**In-class exit tickets:** These are in-class exit tickets that are randomly assigned. You must be in class in order to complete them, and there are no exceptions to this. These tickets will pose different questions from class that day. [150 points]

**Short answer quiz:** This is comprised of questions related to the big ideas we discuss in the first three days of class. Your responses should reflect your understandings of the course content from the text and from class lectures/discussions. [50 points]

**In-class assignments:** Over the course of three days, we will be working on observations and interpretations of children’s play and exploration. There will be in-class assignments that I will collect from you. [150 points]

**Childhoods across generations, Interview assignment:** 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 developing and being in the world. [75 points]

**Archive of childhoods:** Across the semester, you will contribute to an ongoing class archive of childhoods. There are 6 timepoints when you will be asked to post and reflect on an artifact (or two) of childhoods. These will be related to:
- the elder’s childhood [50 points]
- your childhood [50 points]
- your family’s traditions and/or practices [50 points]
- a pop culture interest from your childhood [50 points]
- a contemporary pop culture interest of children today [100 points]
- a larger sociohistorical issue that affects childhoods [50 points]

**Film reflection:** This is a 2-3 page single-spaced paper that reflects on 1-2 themes from the *Preschool in Three Cultures* films (both the original and the revisited versions). You can choose to write about the notion of “discipline” reflected in these films or on children’s humor and games, for example. [100 points]

**Podcast:** The final project will be a group podcast that you will develop with a teacher audience in mind. The podcast will discuss an issue related to childhood (for example, technology, media and television, friendships). It should present material and ideas related to the class but in ways that would be accessible to teachers. You may choose
to interview children and/or adults for this podcast. [50 points for the preliminary plan, 150 points for the final]

**Final reflection:** This 2-3 page single-spaced reflection will take into account the class archive of childhoods and the podcast projects (your own and 2 others that you should listen to). In it, you will address how a sociology of childhood framework could be useful to teaching and classroom practice. [75 points]

### COURSE EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Introduction post &amp; 2 responses to peers</td>
<td>Mon &amp; Tues, 06/03 &amp; 06/04</td>
<td>50</td>
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<tr>
<td>Exit tickets</td>
<td>Random dates</td>
<td>150</td>
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<tr>
<td>Participation &amp; attendance</td>
<td>Every class date</td>
<td>200</td>
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<td>*also see attendance policy</td>
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<tr>
<td>Short answer quiz</td>
<td>Wed, 06/05</td>
<td>50</td>
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<tr>
<td>Interview assignment</td>
<td>Sat, 06/08</td>
<td>75</td>
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<tr>
<td>Three in-class observation assignments</td>
<td>Tues &amp; Wed, 06/11 &amp; 06/12</td>
<td>150</td>
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<td></td>
<td>Wed, 06/19</td>
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<tr>
<td>Archive of childhoods posts (6)</td>
<td>See course calendar for dates</td>
<td>350</td>
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<tr>
<td>Preliminary podcast plan</td>
<td>Tues, 06/25</td>
<td>50</td>
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<tr>
<td>Reflection on films</td>
<td>Sat, 06/29</td>
<td>100</td>
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<td>Group podcast</td>
<td>Wed, 07/03</td>
<td>150</td>
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<td>Final reflection</td>
<td>Friday, 07/05</td>
<td>75</td>
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<td><strong>TOTAL:</strong></td>
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<td>1400</td>
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### COURSE GRADING SCALE

A = 1253-1400 points (90%-100%)
B = 1113-1252 points (80%-89%)
C = 973-1112 points (70%-79%)
D = 834-972 points (60%-69%)
F = <833 points (<59%)
Course Calendar
*The instructor reserves the right to change the course calendar, readings, and assignments to meet the needs of the class.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Discussion Topic</th>
<th>Reading (read before class)</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>WEEK 1</td>
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<tr>
<td>1</td>
<td>Monday, 06/03</td>
<td>Course Orientation Social theories of childhood, pt. I</td>
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<td>Complete Getting to know you “quiz” on Canvas by Monday, 06/03 at 11:59 p.m.</td>
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<tr>
<td>2</td>
<td>Tuesday, 06/04</td>
<td>Social theories of childhood, pt. II</td>
<td>Corsaro (2018), Ch. 1</td>
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<td>3</td>
<td>Wednesday, 06/05</td>
<td>The structure of childhood and children’s interpretive reproductions</td>
<td>Corsaro (2018), Ch. 2</td>
<td>Short answer quiz due by Wednesday 06/05 at 11:59 p.m.</td>
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<tr>
<td>4</td>
<td>Thursday, 06/06</td>
<td>Historical views of childhood and children</td>
<td>Corsaro (2018), Ch. 4</td>
<td>Interview assignment due by Saturday, 06/08 at 11:59 p.m.</td>
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<td>WEEK 2</td>
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<td>5</td>
<td>Monday, 06/10</td>
<td>Childhods across time and space</td>
<td>Watch Voices of Children (link in Canvas – turn on Closed Captioning)</td>
<td>Post representative artifacts with write-ups to the class archive of childhoods by Monday, 06/10 at 11:59 p.m.</td>
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<td>Day</td>
<td>Date</td>
<td>Topic</td>
<td>Reading/Activity</td>
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<td>6</td>
<td>Tuesday, 06/11</td>
<td>Studying children and childhoods</td>
<td>Look over class archive of childhoods Corsaro (2018), Ch. 3 (In-class assignment)</td>
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<td>7</td>
<td>Wednesday, 06/12</td>
<td>The art and craft of listening to children</td>
<td>Paley (2007) (In-class assignment)</td>
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<td>8</td>
<td>Thursday, 06/13</td>
<td>Social change, families, and children</td>
<td>Corsaro (2018), Ch. 5</td>
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<td>Bring to class an artifact related to your own family.</td>
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<td>Post a family artifact with write-up to the class archive of childhoods by Saturday, 06/14 at 11:59 p.m.</td>
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<td><strong>WEEK 3</strong></td>
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<td>9</td>
<td>Monday, 06/17</td>
<td>Children’s peer cultures and interpretive reproduction</td>
<td>Look over class archive of childhoods Corsaro (2018), Ch. 6</td>
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<td></td>
<td>Date</td>
<td>Assignments</td>
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<td>10</td>
<td>Tuesday, 06/18</td>
<td>- Children’s pop culture – what we think we know about children’s interests</td>
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<td>- Watch Mickey Mouse Monopoly (link in Canvas)</td>
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<td>- Bring to class an artifact related to your own childhood.</td>
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<td>- Post pop culture artifact from your own childhood (with write-up) to the class archive of childhoods by Tuesday, 06/18 at 11:59 p.m.</td>
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<tr>
<td>11</td>
<td>Wednesday, 06/19</td>
<td>- Children’s pop culture – what children know about their own interests</td>
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<td>- Look over class archive of childhoods</td>
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<td>- Select and view 4-5 texts online related to an aspect of contemporary childhood pop culture. Be prepared to share in small groups in class.</td>
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<td>- Bring to class an artifact related to contemporary childhoods.</td>
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<td>- With your group, select an issue related to contemporary childhoods to explore in your final group podcast project.</td>
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<td>(In-class assignment)</td>
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<td>12</td>
<td>Thursday, 06/20</td>
<td>- Sharing and control in initial peer cultures</td>
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<td>- Corsaro (2018), Ch. 7</td>
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<td>- Watch Preschool in Three Cultures (link in Canvas)</td>
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<td>- Post a contemporary pop culture artifact (with extensive write-up) to the class archive of childhoods by Saturday, 06/21 at 11:59 p.m.</td>
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## WEEK 4

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<tr>
<th></th>
<th>Monday, 06/24</th>
<th>Conflict and differentiation in the initial peer culture</th>
<th>Look over class archive of childhoods Corsaro (2018), Ch. 8 <em>Preschool in Three Cultures Revisited</em> (link in Canvas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Tuesday, 06/25</td>
<td>Preadolescent peer cultures</td>
<td>Corsaro (2018), Ch. 9 Reflections on an issue of childhood reflected in the three films (<em>Preschool in Three Cultures Original &amp; Revisited</em>) due by Tuesday, 06/25 at 11:59 p.m.</td>
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<tr>
<td>14</td>
<td>Wednesday, 06/26</td>
<td>Children, social problems, and the family</td>
<td>Corsaro (2018), Ch. 10 Watch <em>Please Vote for Me</em> (link in Canvas)</td>
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<td></td>
<td>Date</td>
<td>Activity</td>
<td>Reading</td>
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<tr>
<td>16</td>
<td>Thursday, 06/27</td>
<td>Children, social problems, and society</td>
<td>Corsaro (2018), Ch. 11</td>
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<tr>
<td>17</td>
<td>Monday, 07/01</td>
<td>The future of childhood</td>
<td>Corsaro (2018), Ch. 12</td>
</tr>
<tr>
<td>18</td>
<td>Tuesday, 07/02</td>
<td>Implications: Why should teachers understand childhoods as multiple</td>
<td>Readings to be determined</td>
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<tr>
<td>19</td>
<td>Wednesday, 07/03</td>
<td>Presentation day: listening party</td>
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<td>20</td>
<td>Friday, 07/05</td>
<td>No class: Upload final individual reflection (of class archive of childhoods and podcasts) to Canvas by Friday, 07/05 at 11:59 p.m.</td>
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</table>
COURSE POLICIES

Canvas: We will use Canvas as the platform for the course, and all assignments should 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. It is your responsibility to check Canvas for course updates and messages from me.

Class Attendance: Attendance is required, as is punctuality. Your contributions are important and valuable as learning is a social (Vygotsky, 1979) and dialogic (Freire, 1970) process. If, due to an emergency, you must miss a class session or arrive late, please email me as soon as possible before class. You should check with a classmate about any material that you missed, as well as review the uploaded powerpoints, as they cover material that complement readings.

Any absences and tardiness will affect your participation and final grade (and my relationship with you!). You will be deducted points for tardies and absences, and if you miss 2 classes, you cannot make greater than a 95% for the final course grade. Every missed class after that is an additional 5% off of your final course grade (if you miss 3 class, you cannot make more than 90% in the class, considering you score perfectly on all other things). I come to know each of my students and am genuinely concerned if I don’t see you in class; please be mindful of this. I know that life happens; if you are not able to contact me beforehand, it is your responsibility to contact me and discuss your situation as soon as possible.

Assignments: All written assignments must be completed on time. If you are unable to turn in your assignment on the specified due date, please make arrangements with me ahead of time. 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.

Assignments have been intentionally assigned throughout the semester to align with the course readings and meetings. Assignments have been assigned to time points that allow me to give you ample and timely feedback so please be respectful of this. If you turn an assignment in late, you will receive less feedback. In addition, turning assignments in after the due date can put undue pressure on you to compensate for the tardiness, and it can put me in the unnecessary, and time-consuming, position of “keeping tabs on you”.

**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 can bring your digital devices to class, but I trust that you will use it to take notes or conduct class-related inquiries. In this technological age, let’s use our computers for good and not for evil 😊 (by distracting ourselves or others, etc.). In other words, please use your devices in class for course purposes. Use your phones only if necessary. Let me know ahead of time if you have family responsibilities or personal situations that require the use of your phone during class.

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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.

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,
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.

**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 see me about this: [https://deanofstudents.unt.edu/resources/food-pantry](https://deanofstudents.unt.edu/resources/food-pantry)

**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](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. 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](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](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](http://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 free to you software data management system (MMS) 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 evidence/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://www.coe.unt.edu/office-educator-preparation/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.

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 me.

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 940-369-8601 or 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.texas.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.

Course Standards:
- EDEC 3613 implements the Early Childhood Professional Preparation Standards of the National Association for the Education of Young Children (NAEYC). These are:
  - Standard 1: Promoting Child Development and Learning
  - Standard 2: Building Family and Community Relationships
  - Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
  - Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families
  - Standard 5: Using Content Knowledge to Build Meaningful Curriculum
  - Standard 6: Becoming a Professional
  - Each chapter of your textbook begins with NAEYC Standards specific to the chapter. Read and reflect on these NAEYC Standards as you read each chapter. You can access the full description of the NAEYC Standards at http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf

- In addition, EDEC 3613 Content and Assignments incorporate the following Standards and Guidelines:
● Texas Essential Knowledge and Skills (Kindergarten – Third Grade)
  ● [http://www.tea.state.tx.us/curriculum/teks/](http://www.tea.state.tx.us/curriculum/teks/)

● Texas Prekindergarten Guidelines
  ● Download English or Spanish

● Little Texans Big Futures: Early Learning Guidelines for Infants, Toddlers, and Three Year Olds

● Texas’ Early Learning Pathways: An alignment of the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines and the Texas Pre-kindergarten Guidelines

● EDEC 3613 supports the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards of the Council of Chief State School Officers (CCSSO)
  ● You can access these at: [http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html)

● The Learner and Learning
  o **Standard #1: Learner Development**: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
  o **Standard #2: Learning Differences**: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
  o **Standard #3: Learning Environments**: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Content Knowledge**
  o **Standard #4: Content Knowledge**: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
  o **Standard #5: Application of Content**: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- **Instructional Practice**
  o **Standard #6: Assessment**: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
  o **Standard #7: Planning for Instruction**: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
  o **Standard #8: Instructional Strategies**: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- **Professional Responsibility**
  o **Standard #9: Professional Learning and Ethical Practice**: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
  o **Standard #10: Leadership and Collaboration**: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community
members to ensure learner growth, and to advance the profession.