University of North Texas at Dallas
Fall 2016
SYLLABUS for distance learning

EDEC 4633D.020/NURTURING CHILDREN'S SOCIAL COMPETENCE/3 hrs

Department of	Teacher Education and Administration	Division of	EDEC/Early Childhood Education

Instructor Name:	**Nancy H. Beaver, M. Ed.**
Office Location:	Virtual Office using Google Voice
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Virtual Office Hours:	Virtual Office Hours on Fridays 3:00 PM - 5:00 PM by calling 469-423-0908.

Classroom Location:	**Hybrid - DAL 1, 204**
Class Meeting Days & Times:	Hybrid Friday 5:00-7:50 PM

Course Catalog 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.

Prerequisites:	must complete EDEC 3613D as a prerequisite.
Co-requisites:	
Required Texts:	Kostelnik, M. J., A. P. Whiren, A. K. Soderman, L. C. Stein, & K. Gregory. *Guiding Children's Social Development and Learning.* (8th ed.). Cengage ISBN-10: 1285743709, ISBN-13: 9781285743707

Recommended Text and References:	

Access to Learning Resources:	UNT Dallas Library:
	    phone: (972) 780-3625;
	    web: http://www.unt.edu/unt-dallas/library.htm
	UNT Dallas Bookstore:
	    phone: (972) 780-3652;
	    e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview:

The goal of this course is to demonstrate an understanding of children's social development and apply strategies to support social learning.

Learning Objectives/Outcomes: At the end of this course, the student will

1	Develop an understanding of the processes of child development as it relates to the practical application necessary to teach young children.
2	Demonstrate a foundation of knowledge and skills necessary for guiding children's social development
3	Define the traditional areas of social development study such as self-esteem, aggression, routines, rules, and consequences.
4	Develop techniques for creating positive parent relationships.
5	Develop a significant understanding of children's play through literature research, and observation.
6	Recognize issues of cultural diversity and evaluate strategies that promote anti-bias curriculum through the creation of learning environments and experiences.
7	Pass a midterm and a final exam based on readings and class discussions, indicating an ability to utilize course content.

Online/Hybrid Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Schedule	Topic	Activities	Due Date
In Class	MAKING A DIFFERENCE IN CHILDREN'S LIVES	Orientation Discussion Board Tutorial Kostelnik Chap 1	8/26/16
Online	Verbal & Nonverbal Communication	Discussion 1* Field Assignment A*	9/2/16
In Class	Supporting Emotional Development	Discussion 2* PowerPoint	9/9/16
Online	Building Resilience	Field Assignment B*	9/16/16
Field Location	Physical Environment	Observation at Eastfield College Lab School Field Assignment C*	9/23/16
Online	Friendships	Discussion 3*	9/30/16
Online	Mid Term	Mid Term Exam online	10/07/16
In Class	Self Regulation	Reflection paper* Field Assignment D*	10/14/16
Online	Consequences	Discussion 4*	10/21/16
In Class	Aggression	Children's book list*	10/28/16
Online	Play Report	Research for Play Report	11/04/16
Online	Ethics Quiz	Online Ethics Quiz	11/11/16
In Class	Play	Present Play Research Report	11/18/16
In Class	Promoting Prosocial Behavior	Discussion 5*	12/02/16
In Class	Final Presentation	Current Topic Research Presentation	12/09/16

*Indicates dates that graded work is due

Course Evaluation Methods: This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exam – *written test designed to measure knowledge of presented course material*
Field Assignments – *assignments designed to measure ability to apply presented course material*
Online Discussion Assignments –*assignments designed to measure understanding of the contents of the course as described in the course objectives*
Responses to Classmates- *designed to measure objectivity and professionalism in evaluation and collaboration with colleagues*
Research Report – *written assignment designed to measure ability to effectively utilize professional resources*
Children's Booklist – *a list of children's books to measure ability to recognize issues of cultural diversity and evaluate strategies that promote anti-bias curriculum through the creation of learning environments and experiences*.
Reflection Paper - *written assignment designed to measure ability to synthesize information and apply it to practice.*
Class Participation – *daily attendance and participation in class discussions and activities*
Final Project Presentation – *an oral presentation of research designed to measure ability to effectively synthesize information from professional resources*

Grading Matrix:

Instrument	Value (points or percentages)	SLO	NAEYC	Total
Online Discussion Assignments	5 assignments @ 18 points	1,3	1a,1b, 4a, 4b	90
Responses to classmates	10 responses @ 8 points	1,3	1a,1b, 4a, 4b	80
Field Assignments	4 assignments @ 18 points	1,2,3	5b,5c	72
Ethics Quiz	20 points	2,4,6	6b	20
Building Resiliency Reflection Paper	20 points	1,3	1b, 2a,4c	20
Children's Book List	20 points	4,6	4b, 5c	20
Midterm Exam	60 Points	7	1b, 4a, 5b	60
Final Project	60 points	7	1b, 2a, 4a,6d	60
Play Research Paper	72 points	5	1b, 2a, 4a,6d	72
Total:				**500**

Grading Scale:
A = 450-500 points (90%-100%)
B = 400-449 points (80% - 89%)
C = 350-399 points (70% - 79%)
D = 300-349 points (60% - 69%)
F = 299-0 points (<59%)

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of 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 see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:
Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at
http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf
for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection*:* Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- http://www.untdallas.edu/dlit/ecampus/requirements
- https://blackboard.secure.force.com/publickbarticleview?id=kAB700000008Oom

https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html*University of North Texas Bulletin 2012-2013 Catalog, p. 47*

NAEYC Standards for Early Childhood Professional Preparation
Standard 1. Promoting Child Development and Learning
1a: Knowing and understanding young children's characteristics and needs
1b: Knowing and understanding the multiple influences on development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
Standard 2. Building Family and Community Relationships
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in their children's development and learning
Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families
3a: Understanding the goals, benefits, and uses of assessment
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child
3d: Knowing about assessment partnerships with families and with professional colleagues
Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families
4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
4b: Knowing and understanding effective strategies and tools for early education
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
4d: Reflecting on their own practice to promote positive outcomes for each child
Standard 5. Using Content Knowledge to Build Meaningful Curriculum
5a: Understanding content knowledge and resources in academic disciplines
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

Standard 6. Becoming a Professional

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for children and the profession

InTASC Standards

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.

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.

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

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 the discipline accessible and meaningful for learners to assure mastery of the content.

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

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.

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.

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.

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.

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.