

University of North Texas at Dallas
Fall 2016
SYLLABUS

EDEC 4633D.001/NURTURING CHILDREN'S SOCIAL COMPETENCE/3 hrs			
Department of	Teacher Education and Education Administration Dean Dr. John Gasko	Division of Education & Human Services Chair Dr. Glenda Moss	EDEC/Early Childhood Education
Instructor Name:	Dr. Ruth J. Guevara		
Office Location:	Dal 2 Office 254		
Office Phone:	972-338-1317		
Email Address:	Ruth.Guevara@untdallas.edu		
Office Hours:	Monday, Wednesday and Friday by appointment only. Thursday 11:00pm– 4:00pm Schedule an appointment in advance.		
Virtual Office Hours:	NA		
Classroom Location:	DAL 1 Room 236		
Class Meeting Days & Times:	Monday 11:30am – 2:20pm		
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. <i>Guiding Children's Social Development and Learning</i> . (8 th 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		
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 observations.		
6.	Demonstrate an understanding of cultural within families as it relates to the social and emotional environment and experiences of children in their home and communities.		

INTASC Standards

- Standard 1 Learner Development
- Standard 2 Learning Differences
- Standard 3 Learning Environments
- Standard 4 Content Knowledge
- Standard 5 Application of Content
- Standard 6 Assessment
- Standard 7 Planning for Instruction
- Standard 8 Instructional Strategies
- Standard 9 Professional Learning and Ethical Practice
- Standard 10 Leadership and Collaboration

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor in class and by email and blackboard. The information will be posted in advance to support the change in the course assignments for this class.

TIMELINE NAEYC Standards	TOPICS	SLO	Reading Activities Assignments
8/22/16 INTASC 1,3	Orientation/ MAKING A DIFFERENCE IN CHILDREN'S LIVES	1	Introduction to
8/29/16 NAEYC 4,5 INTASC 2	Reading Chapter 3 Verbal & Nonverbal Communication Group Discussion: Scenario 1 Respond to Questions	2	Chapter 3 Group Talk
9/ 5/16	LABOR DAY – CAMPUS CLOSED – CLASS WILL NOT MEET		
9/12/16 NAEYC 3 INTASC 4	Reading Chapter 5 Supporting Emotional Development and Learning Field Assignment A List of resources supporting the emotional development of young children. A list for teachers who plan to work with young children.	1,3	Chapter 5 Field Assignment A
9/19/16 NAEYC 3, 6 INTASC 4, 7,9	Read Chapter 6 Building Resilience Reflection paper on Hard times generation: homeless kids - YouTube (For Sale sign in front of home segment on 60 minutes) by Scott Pelley, journalist on the topic of homeless in America. Reflection on video and long term issues related to homeless children in America and school. Scenario 2 Respond and provide insight and recommendations.	2,4,6	Chapter 6 Video Review Reflection Paper Scenario #2
9/26/16 NAEYC 5 INTASC 3,4,5,7	Reading Chapter 7 Play as a Context for Social Development and Learning Field Assignment B* Observe children engaged in indoor and outdoor play. Document and report your observations.	5	Chapter 7 Field Assignment B
10/03/16 NAEYC 5	Reading Chapter 8 Supporting Children's Peer Relationships and Friendships Field Assignment C* Part 1 Games and activities for children. Develop one game and one activity. Include rules to the game.	2,3	Chapter 8 Field Assignment Part 1
10/10/16 NAEYC 6 INTASC 1,4,7	Reading Chapter 9 Influencing Children's Social Development by Structuring the Physical Environment - Video Review & Field Assignment C* Inspect and observe the indoor and outdoor physical environment where children gather to play and learn. Document and report your findings. A typed document is required.	5	Chapter 9 Field Assignment C Typed Report
10/ 17/16	Mid Term Exam – ETHICS included		In class

10/24/16 NAEYC 6 INTASC 2,4	Reading Chapter 11 Fostering Self-Regulation in Children: The Role of Consequences. Focus is on Self-Regulation & Self-Discipline Field Assignment D* Interview two teachers on how they feel about consequences. Document and present information collected from the interviews. A written report is required.	3	Chapter 11 Field Assignment D Interviews Written report
10/31/16 NAEYC 1 INTASC 2,4	Reading Chapter 11 Fostering Self-Regulation in Children: The Role of Consequences. Group Presentation – Timmy Tucker Turtle PPT – Select a character or animal to be the Timmy Tucker character for your PPT on Consequences.	3,4,5	Chapter 11 Individual PPT presentation.
11/7/16 NAEYC 5 INTASC 5, 7	Research Article Presentations – PPT	1	Discussion on findings.
11/14/16 NAEYC 1 INTASC 3, 7	Reading Chapter 13 Promoting Prosocial Behavior Questions & Reflection: How to promote prosocial behavior and why?	1	Written group narrative.
11/21/16	Work Day – Lab/Library/Presentation		Work Day
11/ 28/16 NAEYC 3 INTASC 1,2,3,4	Reading Chapter 12 Handling Children’s Aggressive Behavior Cause & Effect of aggressive behavior/aggression – Guest Speaker http://challengingbehavior.fmhi.usf.edu/do/resources/teaching_tools/ttyc_toc.htm	3	Individual written report – Speaker’s Talk
12/05/16 NAEYC 4 INTASC 1,4	Reading Chapter 10 Communicating Expectations and Rules Group discussion, reflection, poster presentation	3	Poster Presentations
12/12/16 NAEYC 4 INTASC 4	Final Exam – Presentation on Children’s Booklist, Activities and Display. EXHIBIT of your collection and purpose for the classroom. FINAL EXAM on-line	4	Exhibit & Final Exam

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

Exams – Written tests designed to measure knowledge of presented course material

Field Assignments – Assignments have been designed to measure ability to apply presented course material in different settings. A collection of information will be analyzed and presented with support from the readings from the text and research articles.

Online Assignments – NOT APPICABLE

Responses to Classmates- Group discussions, active participation and reflective thoughts, presentations and research topics of interest and findings is expected to be performed on a professional level. Positive remarks and respect to fellow classmates is expected at all times.

Class Participation – Daily attendance and active participation is required for this course. Students are expected to attend class and contribute to class discussions and group talks.

Grading Matrix:

Instrument	Focus Topics	Total
Video Review and In-depth Reflection – Hard Times Youtube – Scott Pelly 60 Minutes Current research supporting topic on families and children living in homeless shelters.	Focus on trend changes on homeless children and families in America. Schools, education and potential outcomes for the social and emotional well-being of children.	25
Article Review, Analysis & Research A thorough review and analysis of article. A typed document summarization on topic of your choice. Must align with topics in the text. PPT presentation.	Children’s resiliency, social-emotional. aggressive behavior, bully, anti-social, etc. Open topic – Instructor’s approval of topic is required.	75
Report: Social Services Support for Children with Aggressive Behavior Issues and Trends, Protocol, service, agencies, step-by-step programs, school procedures.	Focus is on support systems for children with aggressive behavior.	25
Field Assignments Interviews (teacher, principal, counselor, social worker, support staff, etc.- 5 only), site visits, observations, research and resources.	Focus: Interviews 5 individual assignments – 5 individual interviews	50
Ethics Quiz – Scenarios - Decisions		50
Children’s Book List and 2 Children’s Book Literature Forms	Focus: A list of quality Children’s Literature Books.	50
Timmy Tucker Turtle PPT Consequences	Focus: Children learning what consequences are: PPT presentation	50
Midterm Exam	Checkpoint	75
Final Exam	Course Completion	100
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):**

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Services in Founders Hall Dal 2 Office 204. Ms. Cynthia Suarez, Director of Disability Services can be reached at 973-338-1777. Email address is UNTDisability@untdallas.edu/disability.
UNT Policy 7.004

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. 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 the SETE to be an important part of your participation in this class.

Assignment Policy:

All assignments are due on the date indicated. The only exceptions for not turning in assignments on time are for medical or immediate family emergencies. Documentation will be required if a student will be absent more than the days allowed for this course. A document from either a medical office, hospital or any other place of business will need to be typed or written that you were present, was treated and released on the same day. No details are required for either a medical, dental or hospital visit. Attending a family funeral will require a bulletin with the name of the place of business, city, date and time of event. No other details will be required. Arrangements will need to be made with the instructor in advance or on the day returning to class.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). All exams are scheduled in advance and students are expected to make appropriate arrangements regarding medical or personal appointments.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty 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 Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance 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 class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. 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 Center for Student Rights and Responsibilities as the instructor deems appropriate.

Policy on Releasing Grades:

Grades will be released when assignments, projects and exams are completed. No grades will be released via email on an individual basis. A file for each student will be maintained to ensure that accurate data and record of grades is maintained. Students will have the opportunity to check with the instructor on a one-on-one basis and blackboard their grades.

Policy for the Grade of “Incomplete”:

I-Incomplete; a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student and department chair and must be entered on the grade roster by the instructor.

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

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

4a: Understanding positive relationships and supportive interaction 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