

University of North Texas at Dallas
Fall 2015
SYLLABUS

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:			
Office Phone:	972-860-7685		
Email Address:	nancy.beaver@untdallas.edu		
Office Hours:	One hour before class time in classroom – Room 1-244 on Fridays or by appt		
Virtual Office Hours:	NA		
Classroom Location:	DAL 1, 252		
Class Meeting Days & Times:	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. <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 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.		

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by e-mail, in the announcements section of Blackboard or in class.

TOPICS	SLO	NAEYC	InTASC	TIMELINE
Orientation/ MAKING A DIFFERENCE IN CHILDREN’S LIVES	1	1	1	8/28/15
No Class -Verbal & Nonverbal Communication – Discussion 1* & - Field Assignment A*	6	3	7,8	9/04/15
Supporting Emotional Development Discussion 2*	2,3, 4	4	1,2,7,8	9/11/15
Building Resilience - Field Assignment B*	1,2,3, 4	1,4	1,2,7,8	9/18/15
Physical Environment - Field Assignment C*	2	1	3	9/25/15
No Class -Friendships - Discussion 3*	1,2	1,2,4,5	1,2,7,8	10/2/15
Mid Term –Online	7		6,7,8,9	10/9/15
Aggression - Children’s book list*	1,2	1,2, 4	1,2,5,7,8	10/16/15
No Class - Self Regulation- Reflection paper*	1,2,3	1,2,4	1,2,7,8	10/23/15
No Class-Consequences - Discussion 4*	1,2,3	1,4	7,8	10/30/15
Play - Play Report* Presentation	2,3,5,6	1,4,5	1,2,8	11/6/15
No Class -Ethics Quiz* -Online	2,3,4	6	9	11/13/15
Promoting Prosocial Behavior – Discussion 5*	2,3,4,6	1,3,5	1,2,7,8	11/20/15
Thanksgiving Holiday				11/27/15
Reading Day – No Class				12/4/15
Final Exam On line	7	6	7,8,9	12/11/15

*Indicates dates when 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.

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

Field Assignments – assignments designed to measure ability to apply presented course material

Online 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

Grading Matrix:

Instrument	Value (points or percentages)	Total
Online Assignments	5 assignments @ 18 points	90
Responses to classmates	10 responses @ 8 points	80
Field Assignments	3 assignments @ 16 points	48
Ethics Quiz	12 points	12
Building Resiliency Reflection Paper	15 points	15
Children’s Book List	20 points	20
Midterm Exam	65 Points	65
Final Exam	80 points	80
Play Research Paper	50 points	50
Class Participation	40 Points	40
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 Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

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.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

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
- 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

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.