

EDEC 4633

Nurturing Children's Social Competence

Instructor: Caitlin Seeligson, M.Ed.

Office Hours: 1 hour before and after class; by appointment

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Class Hours/Room: MW 7 – 8:20pm / DAL 1 322

Course Catalog Description:

4633. Nurturing Children's Social Competence. 3 hours. 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(s): EDEC 3613.

Course Objectives:

- Dominant theoretical views of social development as they pertain to EC-6th grade children, recognizing the wide range of individual differences in children.
- The diverse influences on the social and emotional development of children.
- The role of play in the social development of children.
- Components of social development, such as self-esteem, aggression, the formation of friendships, compliance with rules, expectations, and consequences.
- Issues related to cultural diversity and how to evaluate strategies that promote an anti-bias curriculum.
- Effective procedures for promoting prosocial behaviors in EC-6th grade children.
- The importance of classroom routines and procedures on the social development of children, as well as how children function in groups and collaborate with peers.
- Diverse beliefs of parenting practices, as well as ethical strategies to use with colleagues.

Course Materials:

- **Textbook.** Kostelnik, M. J., Whiren, A. P., Soderman, A. K., & Gregory, K. M. (2009). *Guiding children's social development and learning*. (6th ed.). Clifton Park, NY: Delmar.
- Additional Required Readings (located on Blackboard)

Course Evaluation:

On-Line Assignments

Part 1	50 points
Part 2	50 points
Part 3	50 points
Part 4	50 points
Part 5	50 points
Part 6	50 points
Midterm Exam	100 points
Final Exam	100 points

Total class points 500 points

A= 500 – 450 B= 449 – 400 C= 399 – 350 D = 349 – 300 F= 299 and below

Course Requirements:

Exams. The Midterm and Final Exams will consist of multiple choice and true/false questions that will test student's factual, conceptual, and applied knowledge of the information presented in class. Both exams will be comprehensive in nature and will take place on Blackboard.

Discussions. Six times throughout the semester, students are expected to log onto Blackboard and participate in a discussion related to the assigned reading and observation topic. Students are expected to post an original essay related to the article/observation and reply to one classmate's post.

Course Calendar:

Date	Discussion Topic	Reading Assignment	On-Line Assignment
Week 1	Course Orientation Making a Difference in Children's Lives	Chapter 1	Me Page (due Wednesday)
Week 2	Building Positive Relationships Through Nonverbal Communication	Chapter 3	
Week 2	Promoting Children's Developing Sense of Self Through Verbal Communication	Chapter 4	Meece & Soderman Article/ Observation
Week 3	Supporting Children's Emotional Development	Chapter 5	
Week 3 (online)	Supporting Children in Stressful Situations	Chapter 6	
Week 5	Enhancing Play	Chapter 7	Play discussion
Week 6	Enhancing Play	Chapter 7	
Week 7	Supporting Children's Peer Relationships and Friendships	Chapter 8	Midterm Due
Week 8	Influencing Children's Social Development By Structuring the Physical Environment	Chapter 9	Hemmeter, et al. Article/ Observation
Week 9	Communicating Expectations and Rules	Chapter 10	Bodrova and Leong Article/Observation
Week 10	Implementing Solutions and Consequences	Chapter 11	
Week 10	Implementing Solutions and Consequences	Chapter 11	
Week 11	Handling Children's Aggressive Behavior	Chapter 12	
Week 12	Promoting Pro-Social Behavior	Chapter 13	Jarrett & Waite-Stupiansky Article/Observation
Week 13	Sexuality, Ethnicity, and Exceptional Needs	Chapter 14	Salman & Walker Article/Observation
Week 14	Making Ethical Judgments and Decisions	Chapter 15	Final Exam Due

Texas Essential Knowledge and Skills (TEKS):

The following TEKS for Elementary Social Studies correspond to the information presented in this course.

Kindergarten:

(7) Economics. The student understands the importance of jobs. The student is expected to (A) identify jobs in the home, school, and community; and (B) explain why people have jobs.

(8) Government. The student understands the purpose of rules. The student is expected to (A) identify purposes for having rules; and (B) identify rules that provide order, security, and safety in the home and school.

(9) Government. The student understands the role of authority figures. The student is expected to (A) identify authority figures in the home, school, and community; and (B) explain how authority figures make and enforce rules.

(11) Culture. The student understands similarities and differences among people. The student is expected to (A) identify personal attributes common to all people such as physical characteristics; and (B) identify differences among people.

(12) Culture. The student understands how people learn about themselves through family customs and traditions. The student is expected to (A) identify family customs and traditions and explain their importance; and (B) compare family customs and traditions; and (C) describe customs of the local community.

1st Grade:

(9) Economics. The student understands the value of work. The student is expected to (A) describe the requirements of various jobs and the characteristics of a job well performed; and (B) describe how specialized jobs contribute to the production of goods and services.

(10) Government. The student understands the purpose of rules and laws. The student is expected to (A) explain the need for rules and laws in the home, school, and community; and (B) give examples of rules or laws that establish order, provide security, and manage conflict.

(11) Government. The student understands the role of authority figures and public officials. The student is expected to (A) identify leaders in the community, state, and nation; and (B) describe the roles of public officials including mayor, governor, and president; and (C) identify the responsibilities of authority figures in the home, school, and community.

(12) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good.

(14) Culture. The student understands how families meet basic human needs. The student is expected to (A) describe ways that families meet basic human needs; and (B) describe similarities and differences in ways families meet basic human needs.

(15) Culture. The student understands the importance of family beliefs, customs, language, and traditions. The student is expected to (A) describe various beliefs, customs, and traditions of families and explain their importance.

2nd Grade:

(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good; and (C) identify ordinary people who exemplify good citizenship.

3rd Grade:

(10) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good; and (C) identify and explain the importance of acts of civic responsibility, including obeying laws and voting; and (D) identify ordinary people who exemplify good citizenship.

(11) Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society. The student is expected to (A) give examples of community changes that result from individual or group decisions; and (B) identify examples of actions individuals and groups can take to improve the community.

(12) Culture. The student understands ethnic and/or cultural celebrations of the United States and other nations. The student is expected to (A) explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa; and (B) compare ethnic and/or cultural celebrations in Texas, the United States, and other nations.

4th Grade:

(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to (A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas; (B) identify customs, celebrations, and traditions of various culture groups in Texas; and (C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.

5th Grade:

(23) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to (A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States; and (B) describe customs, celebrations, and traditions of selected racial,

ethnic, and religious groups in the United States.

6th Grade:

(12) Government. The student understands alternative ways of organizing governments. The student is expected to (A) identify alternative ways of organizing governments such as rule by one, few, or many.

(13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to (A) describe roles and responsibilities of citizens in selected contemporary societies including the United States; and (B) explain how opportunities for citizens to participate in and influence the political process vary among selected contemporary societies; and (C) compare the role of citizens in the United States with the role of citizens from selected democratic and nondemocratic contemporary societies.

(14) Citizenship. The student understands the relationship among individual rights, responsibilities, and freedoms in democratic societies. The student is expected to (A) identify and explain the importance of voluntary civic participation in democratic societies; and (B) explain relationships among rights and responsibilities in democratic societies.

(15) Culture. The student understands the similarities and differences within and among cultures in different societies. The student is expected to (A) define the concepts of culture and culture region; and (B) describe some traits that define cultures; and (C) analyze the similarities and differences among selected world societies.

Pedagogy and Professional Responsibilities (PPR):

The following PPR domains, competencies, and skills correspond to the information presented in this course.

Domain 2. Creating a Positive, Productive Classroom Environment:

Competency 005, THE TEACHER KNOWS HOW TO ESTABLISH A CLASSROOM CLIMATE THAT FOSTERS LEARNING, EQUITY AND EXCELLENCE AND USES THIS KNOWLEDGE TO CREATE A PHYSICAL AND EMOTIONAL ENVIRONMENT THAT IS SAFE AND PRODUCTIVE, Letters A, B, C, D, E, F, G.

Competency 006, THE TEACHER UNDERSTANDS STRATEGIES FOR CREATING AN ORGANIZED AND PRODUCTIVE LEARNING ENVIRONMENT AND FOR MANAGING STUDENT BEHAVIOR, Letters A, B, C, D, E, F, G, H, I, J.

Domain 4. Fulfilling Professional Roles and Responsibilities:

Competency 011, THE TEACHER UNDERSTANDS THE IMPORTANCE OF FAMILY INVOLVEMENT IN CHILDREN'S EDUCATION AND KNOWS HOW TO INTERACT AND COMMUNICATE EFFECTIVELY WITH FAMILIES, Letters A, B, C, D, E, F.

Class Policies:

Disabilities Accommodation: "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."

Academic Integrity: Students are encouraged to become familiar with UNT's policy on academic integrity: http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.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.

Student Conduct: Expectations for behavior in this class accord with the Code of Student Conduct: "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 Center for Student Rights and Responsibilities 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 classroom, labs, discussion groups, field trips, etc." See www.unt.edu/csrr.

Attendance: More than two absences will lower a student's final grade by 40 points. Three tardies count as an absence.

Cell Phones and Laptop: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

SETE: The Student Evaluation of Teaching Effectiveness (SETE) 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 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.

Collection of Student Work: In order 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.

The instructor reserves the right to change, revise, modify, or delete any portion of this syllabus. Any changes will be announced in class and/or via Blackboard.