Syllabus

EEC 4712: Social Competence in Early Childhood
Thursdays 9:35-12:35, Norman Hall 2327
Fall 2015

Professor: Kristen M. Kemple, Ph.D., Professor of Early Childhood Studies
School of Special Ed, School Psychology, & Early Childhood Studies
Office hrs: Thursday 12:45-2:00 (or by appointment if necessary) Room 1345N
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Course Description

“To operate effectively in the social world, children must learn to recognize, interpret, and respond to social situations. They must also make judgments about how to reconcile differences between their own needs and interests and the demands and expectations of the social environments in which they live. How well they do this is a measure of their social competence” (Kostelnik, Stein, Whiren, & Soderman, 1993).

Educating young children involves facilitating children’s learning and growth in all areas of development. This includes promoting children’s social and emotional growth. The purpose of this course is to help students learn how to facilitate social-emotional development and learning in the context of a variety of early childhood programs.

Course Goals

Students will demonstrate knowledge and understanding of:

1) Practices for guiding children’s behavior to promote responsibility and self-discipline
2) Practices for promoting children’s ability to form friendships and interact effectively with peers
3) Practices to promote children’s positive self-concept, self-esteem, and prosocial behavior
4) Conflict resolution strategies and means of teaching children alternatives to aggressive behavior
5) Practices for establishing and enhancing teacher-child relationships
6) Appropriate organization of environment, daily routine, and materials to facilitate children’s positive behavior and attitudes, autonomy, self-control, and safety.
Required Readings

Main text


Other Required Readings


English Language Learners http://www.pre-kpages.com/esl/


Kemple, K.M. (2004). Let’s be friends: Peer competence and social inclusion in early childhood programs. NY: Teachers College Press. (Purchase is optional, but recommended. I have a few loan copies that can be shared.)

Additional on-line readings may be required at the professor’s discretion

Course Requirements

Your final course grade will be based on the following criteria:

- Attendance, preparedness, and participation in class: 15%
- Two exams: 40%
- Final Exam: 30%
- Observation Journal: 10%
- LBF Presentation & Handout: 5%
Course Requirement Descriptions

APP (Attendance, preparedness, and participation in class): (15%)

Class sessions will include discussion and small group activities. You are expected to attend and to participate actively. There will be occasional homework assignments, which will be evaluated as part of your APP grade. The readings listed for a particular class are to be read in entirety prior to coming to class on that date. Your APP will also be assessed through direct observation of the quality of your class participation, and through in-class reflective writings.

Two Exams (40%)

Two in-class exams are scheduled on 10/1 and 10/29. Exams will include multiple choice, short answer, and essay questions.

Final Exam (30%)

The final exam consists of two parts. Part I is a take-home essay application exam, and involves analysis of a case study. It will be distributed on 11/12 and will be due any time on or before 5 PM on Monday 12/14. Part II of the final will include multiple choice and short answer questions, is cumulative, and will be given on the scheduled exam date of 12/14 from 9:35-11:35.

Observation Journal: (10%)

Your completed observation journal is due in class on 11/12. In this journal, you will record and reflect upon children’s behavior and adult guidance practices you observe (or implement) in your practicum placement. Further information about the observation journal will be provided in class.

LBF Presentation (5%)

You will work with an assigned partner on this assignment. You and your partner will be assigned responsibility for one or more strategies from the Lets Be Friends book (Kemple, 2004). On 12/3, you will briefly teach the class about the strategies assigned to you. Further details of this assignment will be provided in class.
Course Policies

Policy concerning accommodations for students with disabilities

The professor respects human diversity and provides equal opportunity and treatment regardless of race/ethnicity, gender, disability, religion, sexual orientation, or age. Any individual needing specialized assistance due to a disability should inform the professor during the first week of class. Please bring your letter from the UF Dean of Student’s office with you when you come to discuss your needs. Every effort will be made to ensure that appropriate accommodations are made.

Policy concerning missed exams and late assignments

Exams can be made up only in cases of illness or true emergency. The professor reserves the right to administer an alternative form of the exam. All assignments are due on the date indicated, and are expected to be turned in on time. Points will be deducted for each day an assignment is late, regardless of reason. Late homework assignments will not be accepted. Failing to turn in a homework assignment on time results in a grade of zero for that assignment.

Attention Policy

The instructor will be respectful of and attentive to student’s contributions to the class. She will not use her cell phone, check e-mail, read the newspaper, log into instagram, check facebook, or tweet during class. She will not do work related to her other responsibilities during this class. She will not giggle, talk or snore when you are presenting or when you otherwise “have the floor”. In exchange for these common courtesies, the instructor expects that you will afford the same level of courtesy to her and to your fellow students.

Attendance Policy

The Unified Early Childhood Education Program (UEC) is designed to prepare students for the teaching profession and supports and guides students to acquire habits and skills that will facilitate their successful entry into the field of education. The attendance policy adopted for this course supports these goals. Students are expected to attend and participate in all class meetings.

- Students are expected to attend every class session. If you have one absence, it will not affect your attendance/participation grade. Each subsequent absence, however, will result in lowering your attendance/participation grade.
by one grade REGARDLESS OF REASON for the absence (for example, from an “A” to an “A-“).
• Students are expected to arrive on time & remain for the entire class period.
• Active, thoughtful and prepared participation in group activities and discussions in class is expected, and will be monitored.
• There will be NO make-ups for missed in-class or homework assignments.
• Students are responsible for all information presented in the course, regardless of an absence. It is not the responsibility of the instructor to provide the student with information or materials distributed in class on a day they were absent (if even it is your one and only absence!) You may request to obtain these from a class member.

Grading Scale for Final Course Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 92</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89</td>
</tr>
<tr>
<td>B</td>
<td>80 – 82</td>
</tr>
<tr>
<td>B-</td>
<td>78 – 79</td>
</tr>
<tr>
<td>C+</td>
<td>73 – 77</td>
</tr>
<tr>
<td>C</td>
<td>70 – 72</td>
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To pass this course, all assignments must be completed and turned in. Regardless of your numeric grade average, you cannot pass the course if you do not complete the exams, final, journal, and LBF project. Grades below C- require repetition of the course, as per Florida Department of Education requirements. This course is only offered once per year, in the Fall semester.

Honesty policy

The University’s policy on academic honesty and plagiarism will be in effect for all tests and assignments. As a result of completing registration at the University of Florida, every student has signed the following statement:

“I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”
The following ESOL Standards and Performance Indicators are addressed in the content of this course as part of the infused ESOL program in the Unified Early Childhood Program (PROTEACH).

**Domain 1: Culture (Cross-Cultural Communications)**

**Standard 1:** Culture as a factor in ELLs' Learning

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

Performance Indicator 1.1a  Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.

**Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)**

**Standard 2:** Standards-based ESL and content instruction

Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELL’s English listening, speaking, reading, and writing skills. The teacher will support ELLs’ access to the core curriculum by teaching language through academic content.

Performance Indicators:  3.2b: Develop ELLs’ L2 listening skills for a variety of academic and social purposes.  3.2c: Develop ELLs’ L2 speaking skills for a variety of academic and social purposes.

**Domain 4: ESOL Curriculum and Materials Development**

**Standard 1:** Planning for standards-based instruction of ELLs

Teachers will know, understand, and apply concepts, research, best practices, and evidence-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

Performance Indicator 4.1b: Create supportive, accepting, student-centered classroom environments

### ESOL Standards Table

<p>| 1.1a | Course Objectives # 3 &amp; 5 | Readings: Kostelnik text chapters 3 &amp; 4 | Activities: Small and large group class discussions | Assessment: Observation Journal, Exams |
| 3.2b and 3.2c | Course Objectives # 2, 3 &amp; 5 | Readings: Kostelnik Chapter 3, English Language Learners | | |
| 4.1b | Course Objectives # 5 &amp; 6 | Readings: Kostelnik text Chapter 3, 9 and Kemple text chapter 3 | Activities: Small and large group discussion, classroom map activity | Assessment: Exams, Observation Journal |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading/Resource</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Intro to course</td>
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<tr>
<td>9/3</td>
<td>Personal experiences, expectations, and perspectives</td>
<td>READ: Ch. 1 &amp; 2 and Fox et al.</td>
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<tr>
<td>9/10</td>
<td>Promoting relationships and self-esteem through positive communication</td>
<td>READ: Kostelnik Ch. 3 &amp; 4, Ford (2010), ELL strategies URL.</td>
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<td>9/17</td>
<td>Responding to emotions and building resilience</td>
<td>READ: Kostelnik Ch 5 &amp; 6</td>
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<td>9/24</td>
<td>Contexts for socio-emotional learning and development</td>
<td>READ: Kostelnik Ch 7 and 9</td>
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<td>10/1</td>
<td><strong>EXAM 1</strong></td>
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<tr>
<td>10/8</td>
<td>Fostering self-regulation in children: Communicating expectations and rules</td>
<td>READ: Kostelnik Ch 10</td>
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<td>10/15</td>
<td>Fostering self-regulation in children: The role of consequences</td>
<td>READ: Kostelnik Ch 11</td>
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<td>10/22</td>
<td>Preventing and responding to aggression</td>
<td>READ: Kostelnik Ch 12 &amp; 13</td>
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<td>10/29</td>
<td><strong>EXAM 2 (FASP in Orlando)</strong></td>
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<td>11/5</td>
<td>Fostering healthy attitudes about sexuality and diversity</td>
<td>READ: Kostelnik Ch. 14</td>
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| 11/12 | Strategies to support peer relationships                                                   | READ: Kemple Ch. 1 & 2, Kostelnik Ch. 7                                        | **DUE:** Observation Journals
11/19  *No class? To be determined at a later date.* (NAEYC in Orlando)

11/26  *No Class – Thanksgiving Holiday*

12/3  Strategies to support peer relationships  
      **READ:** Kostelnik Ch. 8, **Kemple chapters to be assigned**  
      **DUE:** LBF presentations and handouts

12/14  (Monday)  **FINAL EXAM**  9:35-11:35