

Diverse Cultural/Multilingual Education (CDEC 2315)



Credit: 3 semester credit hours

Prerequisite/Co-requisite: N/A

Course Description:

An overview of diverse cultural and multilingual education including familial relationships, community awareness, diversity, and the needs of each and every child.

Required Textbook and Materials:

No textbook required

Course Objectives

Upon completion of this course, the student will be able to:

1. Compare models of multicultural/multilingual education.
2. Identify personal and institutional bias.
3. Plan and evaluate multicultural environments and activities.

Course Outline:

- A. Introduction
 1. Misconceptions
 2. Goals
 3. Assumptions
- B. The Changing Face of Our Classrooms
 1. Racial diversity in the US
 2. Minorities Are Becoming the Majority
 3. Immigration
 4. Caregiver-Child Mismatch
 5. Areas of Oppression
- C. Roots of Prejudice
 1. Passive Forms
 2. Aggressive Forms
 3. Young Children's Thinking
 4. Why Children are Pre-prejudiced
- D. Racism
 1. What is Race & Racism?
 2. Five Effects of Racism on Children
 3. Development of Racial Identity
 4. Effects of Racism on;
 - a. White Children
 - b. Children of Color
 5. Interracial Children's Identity
 6. Creating a Nonracist Classroom

Approved 10/2011

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Course Syllabus

- E. Culturally Responsive Care & Education
 - 1. What is Culture?
 - 2. What culture is NOT!
 - 3. Early Childhood Education & European American World View
 - 4. Cultural Influences & Childrearing Patterns
 - 5. Culture and the Classroom
 - a. Cultural Pattern
 - b. Child's Experience
 - c. Caregiving & Teaching Strategy
- F. Bilingual Education
 - 1. How Do Children Learn Languages?
 - 2. Bilingual Language Development
 - 3. Common Misconceptions
 - 4. History and Myths
 - 5. Second Language Learners in Early Childhood Classrooms
- G. Multicultural Holidays and Celebrations
 - 1. Family, Culture, and Community
 - 2. Families Transmit Culture
 - 3. Early Childhood Programs as Extended Family
 - 4. Get to Know 'Your Families'
 - 5. Holidays and Celebrations
 - 6. When Families Don't Observe Holidays
 - 7. Parent Support and Education
- H. Planning Multicultural Curriculum
 - 1. What is Multicultural Education?
 - a. An Affirmation of Pluralism
 - b. An Extension of Democracy
 - 2. What Early Childhood Multicultural Education is Not
 - 3. Why is Multicultural Education Important?
 - 4. Curriculum Objectives
 - 5. Curriculum Goals
 - 6. Anti-Bias Education

Grade Scale:

900– 1000	A
800 – 890	B
700 – 790	C
600 – 690	D
0 – 590	F

Course Evaluation:

Final grades will be calculated according to the following criteria:

Introductory Paper	10%
Getting to Know/Classmates	10%
Three Written Assignments	30%
In class Hands-on Projects	10%

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Group Project	10%
Book File	10%
Individual Project	10%
In Class Assignments	10%

Course Requirements:

1. Introductory Paper
2. Written Assignments
3. Create children's multicultural book file
4. Group multicultural project
5. Individual multicultural project
6. In class 'hands on' projects
7. In class assignments

Course Policies:

1. No food, drinks, or use of tobacco products in class.
2. Beepers, telephones, headphones, and any other electronic devices must be turned off while in class.
3. Do not bring children to class.
4. No late assignments will be accepted.
5. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.
6. Additional class policies as defined by the individual course instructor.

Disabilities Statement

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building.

Contact Information:

Instructor: Gail Williams
Office: Office 231, MPC building
Telephone: (409) 880-2223
E-mail: gail.williams@lit.edu
Office Hours: 8:30 - 10 a.m. MWF; 8:30 -10 a.m. TR