

## Diverse Cultural/Multilingual Education (CDEC 2315)



**Credit:** 3 semester credit hours (3 hours lecture)

**Prerequisite/Co-requisite:** N/A

### Course Description:

This course will provide an overview of multicultural education to include relationship with the family and community to develop awareness and sensitivity to diversity related to individual needs of children.

### Required Textbook and Materials

1. *Roots & Wings* by Stacey York, 3rd edition. Perseus Publishers.
  - a. ISBN number is 9781929610327.

### Course Objectives

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

1. Explore different models of multicultural/multilingual education. (SCANS: C3.5, C5.3, C6.3, C7.1, F1.3, F2.4, F5.2, F6.2, F7.4, F8.3, F12.3, F17.3)
2. Explore personal and institutional bias. (SCANS: C4.5, C5.5, C6.5, C7.2, C14.5, F1.3, F2.3, F5.5, F6.4, F7.5, F8.5, F9.5, F10.2, F12.5, F13.4, F14.2, F15.3, F16.2, F17.5)
3. Evaluate and plan appropriate diverse, ethnic, and cultural environments and activities. (SCANS: C2.1, C3.5, C5.3, C6.2, C7.4, C14.2, F1.2, F2.2, F5.2, F6.2, F7.3, F8.3, F9.3, F12.1, F13.5, F14.3, F17.3)

### SCANS Skills and Competencies

Beginning in the late 1980's, the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) conducted extensive research and interviews with business owners, union leaders, supervisors, and laborers in a wide variety of work settings to determine what knowledge workers needed in order to perform well on a job. In 1991 the Commission announced its findings in *What Work Requires in Schools*. In its research, the Commission determined that "workplace know-how" consists of two elements: foundation skills and workplace competencies.

### Course Outline

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| <p>A. Introduction to Multicultural Education</p> <ol style="list-style-type: none"><li>1. What Does Roots &amp; Wings refer to?</li><li>2. Misconceptions, Goals &amp; Assumptions</li></ol> <p>B. Changing Faces of Our Classrooms</p> <ol style="list-style-type: none"><li>1. Racial Diversity in US</li><li>2. Minorities Are Becoming Majority</li><li>3. Teacher-Student Mismatch</li></ol> | <p>C. Children and Prejudice</p> <ol style="list-style-type: none"><li>1. Differences Children Notice</li><li>2. Infants</li><li>3. Toddlers</li><li>4. Twos</li><li>5. Threes &amp; Fours</li><li>6. Fives &amp; Sixes</li></ol> <p>D. Racism</p> |
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Approved 01/2010

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1. What Are Race & Racism?
  2. Child Development Theories & Race
  3. Impact of Racism on Children's Development
  4. Effects of Racism on White Children
  5. Effects of Racism on Children of Color
  6. Creating a Nonracist Classroom
- E. Culturally Responsive Care & Education
1. What is Culture?
  2. Culture List
  3. Culture Influences Childrearing Patterns
  4. Culturally Inappropriate Programs
  5. What is Culturally Relevant Education?
- F. Bilingual Education
1. Language as a Tool for Development
  2. How Do Children Learn Languages?
  3. Bilingual Education: History & Myths
  4. Second Language Learners in Early Childhood Classrooms
- G. Family, Culture & Community
1. Communities
  2. Culture
  3. Families
  4. Families Transmit Culture
  5. Early Childhood Programs as Extended Family
6. Get to Know Your Families
  7. Holidays & Celebrations
  8. Parent Support & Education
  9. Managing Cultural Conflicts
- H. Multicultural Education
1. What is Multicultural Education?
  2. Early Childhood Multicultural Education
  3. Types of Multicultural Education
  4. Curriculum Goals
  5. Curriculum Objectives
  6. Choosing an Approach
- I. A Culturally Relevant, Anti-Bias Classroom
1. Classroom Affect behavior, Attitudes, & Learning
  2. Guidelines for Selecting Culturally Relevant & Anti-Bias Materials
  3. Suggested Materials
  4. Selecting Children's Books
  5. Bulletin Boards & Visual Displays
  6. Using Materials as Teaching Tools
- J. Culturally Relevant & Anti-Bias Activities
1. Unit Themes
  2. Planning Multicultural Curriculum
  3. Using the Curriculum Planning Form
  4. Individualized Planning
  5. Planning Multicultural Activities
  6. Concepts Young Children Can Understand
  7. Introducing Multicultural Activities

**Grade Scale**

900 – 1000 points	A
899 – 800 points	B
799 – 700 points	C
699 – 600 points	D
599 – 0 points	F

**Course Evaluation**

Final grades will be calculated according to the following criteria:

1. Introductory Paper 10%
2. Getting to Know/Classmates 10%
3. Journals 30%

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4. Book File	10%
5. Individual Project	10%
6. Group Project	10%
7. In Class Hands-on Projects	10%
8. 8. In Class Assignments	10%

**Course Requirements**

1. Introductory Paper.
2. Journal Entries.
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 other electronic devices must be turned off while in class.
3. No children allowed in class.
4. No late assignments will be accepted.
5. Tests. Students that miss a test are not allowed to make up the test. Students that miss a test will receive a '0'.
6. Attendance Policy. Two absences will be allowed. If a student is tardy to class or departs early three (3) times, it will be equal to one (1) absence. Each absence beyond two absences will result in a 5 point deduction on the final grade.
7. 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 receive an 'F' in the class.

**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.

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**Course Schedule:** (Subject to Revision)

<b>Week of</b>	<b>Topic</b>	<b>Reference</b>
Week 1	Course introduction and policies Journal Information & Format In Class: Getting To Know Your Classmates	
Week 2	Chapter 1: Changing Face of Our Classroom In Class Hands on: 'All About Me'	pp. 1 – 10
Week 3	Introductory Paper Due Letter to Self 'Chinese Dragon Kit' Chapter 2: Children and Prejudice	pp. 11 – 33
Week 4	In class Book File workday Group Project workday	
Week 5	Guest Speakers First Journal Entries Due	
Week 6	In class Book File workday Guest Speaker	
Week 7	Chapter 3: Children and Racism In Class Hands on: 'Bingo' Project, 'Shoes' Project, 'Chinese Dragon', Bamboo Hats'	pp. 35 – 57
Week 8	Chapter 4: Culturally Responsive Care & Ed In class Assignment: 'Defenses, Against Racial Awareness', 'Mexican Banners' In class Book File workday	pp. 59 – 82
Week 9	Guest Speakers Second Journal Entries Due	
Week 10	Chapter 5: Bilingual Education Guest Speaker	pp. 83 – 103
Week 11	Book File Due In class preparation – group projects In class Hands on: 'Fortune Cookie', 'Chinese Hat'	
Week 12	Chapter 6: Family, Culture & Community In class Assignment: 'What's My Excuse?', 'Holiday Options', 'What Would You Do?'	pp. 105 - 121
Week 13	Chapter 7: Multicultural Education Chapter 8: A Culturally Relevant, Anti-Bias Classroom	pp. 123 – 145 pp. 147 – 178
Week 14	Chapter 9: Culturally Relevant & Anti-Bias Activities Group Projects Begin	pp. 179 – 255
Week 15	Group Projects Continue	
Week 16	Group Projects Conclude	