

Webster University

Course Syllabus

ECED 5860.01

COURSE NUMBER AND SECTION

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INSTRUCTOR

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E-MAIL ADDRESS

Multicultural Perspectives in Early Childhood Fall 1 2004 3 CREDIT HOURS

Webster High School

SITE

- I. **Course Description:** (provide details of student focus, rationale, scope, and prerequisites)

This course will review allow students to examine the contributions of diverse cultures within the American society by reviewing and analyzing racism, sexism, ageism and physical abilities within the school and community. The class will discuss child development within different cultures and incorporate them into school curriculum and learning tools. (MoSTEP 1.1.2)

- II. **Learning Outcomes:** (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.
1. To develop strategies for teachers in an Early Childhood classroom to explore and confront discrimination and stereotyping behavior. (MoSTEP 7b)
 - a. Read two journal articles- write reviews and conduct report in class.
 - b. Keep a weekly journal on personal awareness/submit at the end of class.
 2. Demonstrate the ability to develop ways for fostering positive cultural appreciation throughout the Curriculum. (MoSTEP 4 a, b)
 - a. Develop a multicultural plan and timeline for use in the classroom/submit.
 3. To observe, record and demonstrate the ability to share current practice in an Early Childhood setting that reflects the existence or non-existence of the multicultural experience. Visit an early childhood setting, report on your observation on the form/submit.
What would you recommend for that setting? (MoSTEP 6a)
 4. Develop two teaching tools that reflect a diverse orientation to correlate with the multicultural plan, share with class. To demonstrate knowledge of how to plan activities/learning tools to meet the needs of a multicultural classroom. (MoSTEP 5a)
 5. To increase one's awareness (share during class discussion and submit report) (MoSTEP 2b)
 - a. Interview an individual from another cultural/race/group
 - b. Attend a cultural and/or ethnic event (new experience) and record observations/experiences.
 - c. View a movie
 - d. Review a children's book

6. To demonstrate knowledge of community resources (MoStep 3d).

III. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

IV. Resources:

Text(s): Required: *Anti-Bias Curriculum: Tools for Empowering Young Children* by Louise Derman-Sparks and the A.B.C. Task Force, *A World of Difference: Readings on Teaching Young Children in a Diverse Society* – Carol Copple.

Audio-visual/other: Provided as needed

V. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below.

Assignments: Students must complete assignment activities during this term. The assignments are to be typed and submitted on the day indicated on the syllabus. Points will be deducted for late assignments.

Student Project/multicultural plan: Students will develop a Unit Plan addressing strategies for fostering positive cultural appreciation throughout the curriculum. The Unit will consist of no less than 6 lessons. The Plan format should include: goals, objectives, major concepts, learning activities, timeline, resources/materials, instructional procedures, timeline evaluation, etc.. Both content and the ability to communicate in a clear, accurate, grammatically correct manner determine student grades. Points will be deducted for typing, spelling and grammatical errors.

No more than one excused absence is permitted. A no-credit is given to anyone missing more than one class.

It is the student's responsibility to notify instructor of an absence. It is also the student's responsibility to make up any missed work, pick up any handouts, or get missed notes.

Incompletes are given at the discretion of the instructor and under unusual circumstances. It is the student's responsibility to notify the instructor of any problems. Incompletes will not be discussed beyond the 6th week of class except in extreme cases.

The letter grade of "B" is the highest grade given to students granted an incomplete.

Grading System: A – Outstanding, B – Very Good/Above Average, C – Average, D- Below Average, F- Failing

- a) Reflective journal10%
- b) Class participation15% class activities/discussions and evidence of reading outside of class
- c) Curriculum project/plan.....40%

- d) Teaching Tools20%
- e) Journal articles, ethnic/cultural event, interview, book review.....15%

VI. Supplements (study guide, sample tests, project outlines may be attached.)
Please list.

VII. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/plan can be returned.
- If needed, professor will meet students on an agreed upon time/place to return project/plan and other class assignments.

NOTE; Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.

Schedule of required readings, class preparations and assignments, lectures, discussions, student

presentations, out-of-class assignments.

Multicultural Perspectives in Early Childhood

Assignments

1. Journal Articles: Read and write reports on two articles that are related to multicultural education (See the *Multicultural Journal*, *the New Advocate*, *Multicultural Review*, etc.).

Due: Week 2

2. Request and conduct an interview with someone that you have little direct experience. You might want to consider individuals from the following groups: bi-racial couple, person with a disability, an older person, someone of a different gender, homosexual, welfare recipient, ethnic or religious group (Jewish, Muslim, African American, Native American, etc.).

Before the interview make a list of personal assumptions (positive and negative) about the group of people that you think this person is a member. This list is for you. Prepare a list of interview questions.

Possible interview questions: (please feel free to add to this list)

- How do you define yourself culturally?
- Growing up as a child were you aware of any cultural differences between your family and others whom you had contact with or saw on TV?
- What attitudes about differences did your family convey to you?
- What expectations did your family/culture have of you as a child and as a student?
- What expectations did your family/culture have of teachers, schools, the community, and the government?
- What do you consider oppressive in your culture?
- What would you like to change about society's attitude about your culture?

Write a summary about this experience. What did you learn about yourself? What did you learn about this person, his/her family, culture, race, etc.?

Due: Week 4

3. Observe an early childhood setting. Record and share the current practice in this setting that reflects the existence or non-existence of the multicultural experience. What did you see, hear or feel in the learning environment? What is the school's multicultural policy? What would you recommend for the early childhood setting? Recommendation: Try to visit in the morning prior to lunch or after lunch but before naptime. Try to visit for at least a couple of hours.

Due: Week 4

4. Book review - Review an early childhood book. Share the positive and or problems with the images/photos presented in the book. Do the characters and situations create a positive view of the individual or group of people represented? Does the story share the interests, values, concerns of a diverse culture or group? What would you recommend to make this book more appropriate?

What multi-cultural books do you have in your classroom or have you used in the past? Why would you recommend them?

Due: Week 5

5. View and review a movie that represent a race/cultural. Share the positive and or problems with the images/photos presented in the movie. Do the characters and situations create a positive view of the individual or group of people represented? Does the story share the interests, values, concerns of a diverse culture or group? What did you learn about the culture, or group of people? Would you recommend this movie to others? Why or why not?

Due: Week 6

6. Teaching Tools: Develop two teaching tools that can be used in your classroom. Share the following in a written report: Name of tool, goal/objective, age range of children tool can be used with, curriculum area, how will introduce and engage the learners, amount of time required, assessment technique, etc.

Due: Week 6

7. Ethnic/Cultural Event: Select an event that will expand your knowledge and or awareness. Write a summary of this experience.

Due: Week 7

8. Reflective Journal: Keep a personal journal to record your reactions to the information that you read, class discussions/presentations, and experiences outside of class.

Due: Week 7

9. Curriculum Plan: The plan is to assist you in using some of the strategies/activities that you learn from class. The format should include goals/objectives (Outcomes). The goals are broad, addressing the long-term needs of the learners and are rarely accomplished in one lesson. Objectives are related to goals but narrow enough to be measurable. Objectives answer the question: "What will the student need to know and be able to do after this lesson?"

Goals/objectives integrate all areas of the curriculum. Other parts of the plan: major concepts, learning activities (determine what activities will be done with the whole class, a small group or individually), timeline, resources/materials (what children's books will you use?), instructional procedures (how will you engage the learners), timeline, evaluation/assessment (how will you determine what each student knows/ how will you record it and share it with the student. How will you determine if the activities/strategies are accomplishing your instructional goals?) etc.. Both content and the ability to communicate in a clear, accurate, grammatically correct manner will be evaluated.

Due: Week 7 Class Presentation – Week

Class Readings timeline: (Note: class large and small group discussions/activities will guide review of reading assignments).

Week 1: (August 23)

Introductions

Overview of the course

What is multicultural education? Why multicultural education for young children?

Review Chapters 1-2 – *Anti-Bias Curriculum*

Review Chapters 15, 19, 41 – *A World of Difference*

Week 2: (August 30)

Racism and Anti-Racism

Understanding Oneself

Oral/written reports on journal articles

Review Chapter 12- *Anti-Bias Curriculum*

Week 3: (September 6) Labor Day

Research, reading, interviewing/reviewing movie day

Week 4 (September 13)

Implementing Multicultural Education

Reports on early childhood setting observation

Reports on interviews

Review Chapters 3- 4, — *Anti-Bias Curriculum*

Review Chapters 35-38, 43 – *A World of Difference*

Week 5: (September 20)

Multicultural Curriculum

Holidays, celebrations, gender, disabilities

Book reviews

Review Chapters 5, 6, 10- *Anti-Bias Curriculum*

Review Chapters 27-31, 33-40 *A World of Difference*

Week 6: (September 27)

Working with Parents/Parent-Teacher Dialogues

Chapter 11 – *Anti-bias Curriculum*

Chapters 14, 18-26 – *A World of Difference*

Teaching Tools Due

Sharing of Movie Review

Week 7: (October 4)

Multicultural Plan Due

Reflective Journal Due

A Child's Perception of Race, /Stereotyping, Cultural, and Activism

Review Chapter 7-9 - *Anti-Bias Curriculum*

Review Chapter 12, 13, 32- *A World of Difference*

Sharing of cultural events

Week 8: (October 11)

Transforming – Understanding Self and Society

Chapter 12 – *Anti-Bias Curriculum*

Chapter 45 – *A World of Difference*

UNIT PLAN PRESENTATIONS

