Course Syllabus

Course: CDEC 2315-151 ~ Diverse Cultural/Multilingual Education
Semester: Fall 2020
Instructor: Stephanie Deering
Office: Building 5, Room 512A
Office Hours: Monday through Thursday 1:00-4:00
 Friday By appointment
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"South Plains College improves each student's life."

General Course Information

Course Description

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

Student Learning Outcomes *See NAEYC Standards attached	NAEYC Standards
Compare models of multicultural/multilingual education	S1
Identify personal and institutional bias	S2
Plan and evaluate multicultural environments and activities	S6

Course Objectives - Scans and Foundations Skills attached

1. State the goals of an anti-bias approach for early childhood programs. (C7)
2. Relate goals of anti-bias approach to personal experiences. (F2, F11)
3. Discuss the underlying assumptions of the anti-bias framework. (C5, F5, F6)
4. Cite examples of child or adult behavior which support the underlying assumptions. (F12)
5. Define specific areas of bias, and reflect on personal experiences and social indicators related to each. (C14)
    a. Culture and ethnicity
    b. Race
    c. Gender
    d. Economic class
    e. Family structure
    f. Abilities
6. Apply anti-bias concepts to working with young children in the classroom. (F11, F17)
7. Compare types of multicultural education: Human relations, Single-group studies, Multicultural education, Anti-bias education, Culturally specific education, Culturally relevant anti-bias education (C5, F8)
8. Describe classroom components that support culturally relevant and anti-bias program goals, including: (C15)
    a. Physical classroom features
    b. Teacher attitudes and behaviors
    c. Educational strategies
9. Give guidelines for selecting culturally relevant and anti-bias materials for young children. (C12, F8)
10. Collect children's literature which corresponds to the goals of culturally relevant anti-bias education. (F8, C5)
11. Design activity plans for preschool children, according to the goals of culturally relevant anti-bias education. (F7)
12. Develop cross-cultural skills by recognizing variety of factors included in communication. (C7, F5, F6, F9, F15)
13. Describe methods for approaching cultural conflicts. (F9, C13, C14)
14. Practice strategies for working through differences while honoring diversity and reaching equitable decisions. (C13, C14, F15)

Evaluation Methods
1. Regular class attendance
2. Participation in online discussion
3. Weekly assignments
4. Quizzes
5. Minimum average score of 75%

Academic Integrity
It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

Plagiarism - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

SCANS and Foundations Skills ~ Refer also to Course Objectives. SCANS and Foundation Skills attached

| Scans Competencies	Foundations Skills
Resources	Basic Skills
Information	Thinking Skills
Interpersonal	Personal Qualities
Systems	

Verification of Workplace Competencies - CAPSTONE EXPERIENCE
Students will complete an annotated bibliography and early childhood activity plans to be included in Professional Portfolio developed during CDEC 1292 capstone course.

Specific Course Information
Textbook and Materials
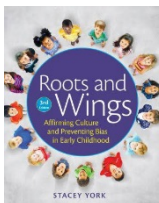
Roots and Wings: Affirming Culture and Preventing Bias in Early Childhood, 3rd edition (2016)
Stacey York
ISBN: 9781605544557
Available at SPC Bookstore – Reese Campus

Computer Requirements:

It is the responsibility of the student to have the necessary computer resources and skills to take this class. Students are not required to purchase their own computer but must have access to one that meets specifications. Computer labs are available for student use on the Levelland, Lubbock, & Reese campuses. Check with instructor for specific locations and times.

You will need:
- Microsoft Word
- Adobe Reader
- Anti-Virus Software

See SPC Instructional Technology Resources:
http://www.southplainscollege.edu/instructional-technology/instructional-technology.php

FREE Office 365 for students https://www.microsoft.com/en-us/education/products/office

Adobe Acrobat Reader - https://get.adobe.com/reader/

Attendance Policy

Students in this course attend class online. Attendance includes logging into the course **2-3 times per week,** as documented through the Blackboard system.

If a student finds that he/she cannot complete the requirements of this course in a successful manner, it is the responsibility of that student to communicate with the instructor and then follow through with the drop process. **Course withdrawals** are done through Student Support offices on all South Plains College campuses.
Last drop date for the college is **November 19, 2020**. *See 2020-2021 drop and withdrawal policies attached.*

Assignment Policy

All assignments will be completed and/or submitted in Blackboard. Some assignments will be sent through Blackboard **MAIL,** as attachments labeled in the designated manner, and some will be posted in the **DISCUSSION** topics.

Assignments are due on the dates specified in the course calendar, by 12:00 midnight. Late assignments will be docked 10% of the value per week, unless prior arrangements have been made with instructor.

> *Please do not wait until the last minute to turn in assignments, or you may have problems.*
>
> *Remember the saying, "Technology happens!"*

Exam Policy
- Quizzes and Exams will be administered through Blackboard, during a specified period of time.
  - Quizzes – weekly – for example, Tuesday 8:00 am through Monday midnight
  - Exams -- 2-day period – for example, Saturday 8:00 am through Sunday midnight
- Instructor reserves the right to require proctored exam setting, if deemed necessary to protect the academic integrity of the course.

Grading Policy

Discussion posts and replies	**200 points**
Quizzes [average X 2]	**200 points**
Weekly Assignments [16 X 25]	**400 points**
<u>Annotated Bibliography</u>	<u>**200 points**</u>
	1000 points

Final Grades

900 – 1000	90%	A
800 – 899	80%	B
750 – 799	75%	C
700 – 749	70%	D
699 & below		F

*Final grade of **C** - **75%** or above is required for credit to be applied to Child Development degree or certificate.*

Communication Policy

- Communication in this course will take place primarily in BLACKBOARD.
- Outside the Blackboard system, electronic communication between instructor and students will utilize SPC Email. Instructor will not initiate communication using private email accounts.
- Students are encouraged to check SPC email on a regular basis.

Student Conduct

Students in this class are expected to abide by the standards of student conduct as defined in the **SPC Student Guide**. See signature page attached*. Copy of SPC Student Guide is located in "Course Information" of this Blackboard class.*

Campus Carry

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

I. **Understanding Multicultural and Anti-Bias Issues in the Classroom**
   A. Teaching in a Diverse Society
   B. Children and Prejudice
   C. Racism
   D. Culturally Responsive Care and Education
   E. Young Dual Language Learners
   F. Family, Culture, and Community
II. **Implementing Culturally Relevant Anti-Bias Education in the Classroom**
   A. Culturally Relevant Anti-Bias Education
   B. A Culturally Relevant Anti-Bias Classroom
   C. Culturally Relevant Anti-Bias Activities

Accommodations

Diversity Statement
In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disabilities Statement
Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Disability Services. For more information visit the Disability Services Office at Reese Center, Building 8, or call 806-716-4654.

Pregnancy Accommodations Statement
If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Crystal Gilster, Director of Health and Wellness at 806-716-2362.

Face Covering Statement
It is the policy of South Plains College for the Fall 2020 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation.

SCANS Competencies

RESOURCES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL–Works with Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers–works to satisfy customer's expectations.

C-12 Exercises Leadership–communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates-works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works with Diversity–works well with men and women from diverse backgrounds.

SYSTEMS–Understands Complex Interrelationships

C-15 Understands Systems–knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance–distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems–suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY–Works with a Variety of Technologies

C-18 Selects Technology–chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task–understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment–prevents, identifies, or solves problems with equipment, including computers and other technologies.

Foundations Skills

BASIC SKILLS–Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing – communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic – performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics – approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening – receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking – organizes ideas and communicates orally.

THINKING SKILLS–Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn & Reason

F-7 Creative Thinking – generates new ideas.

F-8 Decision-Making – specifies goals & constraints, generates alternatives, considers risks, evaluates & chooses best alternative.

F-9 Problem Solving – recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye – organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES–Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility – exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem – believes in own self-worth and maintains a positive view of self.

F-15 Sociability – demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management – assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty – chooses ethical courses of action.

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL
6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES
7a. Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC SUPPORTIVE SKILLS
Supportive Skill #1: Self-assessment and self-advocacy
Supportive Skill #2: Mastering and applying foundational concepts from general education
Supportive Skill #3: Written and verbal communication skills
Supportive Skill #4: Making connections between prior knowledge/experience and new learning
Supportive Skill #5: Identifying and using professional resources

☐ I have reviewed the syllabus for this course and understand the requirements as described.

☐ I am familiar with the South Plains College **Student Guide** and agree to follow the code of conduct as given in the guide.

Signature _____ Date _____