



El Camino College/Compton Center
Childhood Education Department
<http://www.elcamino.edu/academics/tep/EarlyChildhood.asp>



Preparing Childhood Education Professionals and Life-long Learners

The mission of the El Camino College Childhood Education Program is to provide relevant coursework, exemplary role models, and sound pedagogy to successfully prepare childhood educators to earn the required permits or degrees that will enable them to teach in diverse settings, to positively influence students and families in their communities, and to serve as advocates for children and the childhood education profession.

Child Development 112 - Teaching Young Children in Multicultural Classrooms

(formerly CDEV-12)
Section Number 2150
3 Units (Fall 2009)
Th 6:30pm-9:40pm
ARTB 311

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Office Hours:

Course Description:

This course focuses on critical issues in diverse contemporary classrooms and offers strategies and resources needed to teach children effectively. Topics will include: the origins of cultural diversity in American society, the rationale for the need for culturally sensitive educators, the effect of culture on development, models of multicultural education and guidelines for implementing a multicultural program. Students will develop curriculum and activities designed to enhance multicultural experiences for children ages 2-8 in group settings.

Course Objectives: Upon successful completion of this course, the students will be able to:

- ❖ 1. Define cultural diversity and establish rationale for the necessity for culturally aware/sensitive educators.
- ❖ 2. Define culture and describe how children are affected by culture in the classroom.
- ❖ 3. Analyze the role of families in the transmission of culture.
- ❖ 4. Identify the factors that prompted the emergence of multiculturalism in education
- ❖ 5. Examine varying models of multicultural education.
- ❖ 6. Formulate methods for implementing cultural history, heritage, and the arts into the curriculum.
- ❖ 7. Design and demonstrate appropriate multicultural experiences for children in the areas of art, science, math, music, literature, physical education and social sciences.

Student Learning Outcomes (Overarching learning goals for this course.)

- 1 Critique theories and review the multiple impacts on young children's social identity.
2. Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum leaning and development.

Prerequisite or Recommended Preparation:

Child Development 3 with a minimum grade of C or equivalent

Required Text/s and Materials:

1. York, Stacey. (2003). *Roots and Wings*. St. Paul: MN. Redleaf Press. ISBN:13: 978-1-929610-32-7.
2. Additional handouts will be given in class.
3. Students will furnish materials and supplies necessary for preparation and presentation of learning activities.

Attendance Policy:

Attendance is vital to understanding the course material. Information and activities will be presented in class that may not be available in the texts. Therefore, students should strive to attend every class session. After three absences, you may be excluded from the class. Students are also expected to be punctual to class. Roll is taken at the beginning of the class hour. It is the student's responsibility to inform the instructor at the end of class if you arrive late, have personal/medical emergencies affecting your attendance, obtain information about missed classes from fellow students, and officially drop a class if you stop attending.

If you are having difficulty in meeting course deadlines or in understanding course materials, **you are expected** to discuss your situation with the instructor **before** it jeopardizes your grade for the course. Most problems can be solved or at least worked with, before they become serious.

You will also be participating in a variety of activities throughout the semester. All activities must be completed during class time. It is imperative that you are regular in attendance and active in all classroom activities. There are no make-ups for class activities. Also, *PLEASE, keep your cell phones on silent mode during class.*

Drop Policy:

It is the student's responsibility to process and official withdrawal from class.

Withdrawal and/or Incomplete Policies: College policy on withdrawals applies. Refer to the current El Camino's Schedule of Classes for more detailed guidelines.

Students with Special Needs: Please inform the instructor during the first week of classes of any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing paper examinations.

Academic Honesty:

With the respect to the academic honesty of students, it is expected that all material submitted as part of any class exercise, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per college policy.

The El Camino and Compton College faculty, staff, and administration are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty.

Classroom Rules of Conduct:

It is the responsibility of each student to conduct him/herself in a manner which encourages learning and promotes honesty; and to act with fairness toward other student in the classroom.

Course Projects and Assessment Policies

Assignment Guidelines

All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. All of the written papers need to be **typed in a 12 point Times New Roman font**, double spaced, and have a 1" margin from all sides. All written papers will be evaluated for clarity, coherence, grammatical correctness, and reflectivity of the writer. It is strongly recommended that students have someone else proof read assignments prior to turning them in. Students may also seek individualized help provided by El Camino's Writing Resource Lab for your written papers. Ten percent (10%) of the project's total points will be deducted for grammatical/structural/typological errors.

Methods of Evaluation and Grading

Exams, written papers, written homework, in-class discussions, exams and supplemental reading

Late Assignments

Late work is not accepted.

Emailed Assignments

Assignments may be e-mailed to the instructor on or before the due date. Please e-mail assignments to jmontgomery@elcamino.edu and cmthread@pacbell.net

Extra Credit

The instructor will determine if an extra credit assignment is offered to the class.

Exams

All exams will be given on the dates indicated. They may cover the assigned reading materials, videos, class activities, and class lectures/discussions. Make-up exams will only be permitted under extenuating conditions. All exams will be given on the dates indicated. Questions may be true/false, multiple choice, matching, and short answer. They may cover the assigned reading materials, videos, class activities, and class lectures/discussions. Make-up exams will only be permitted under extenuating conditions. A 10% deduction will be assessed on all tests not taken on the assigned test day. Make-up exams must be taken within 2 business days of the missed exam. Students are responsible for contacting the instructor immediately and scheduling time for make-up exams.

Course grades will be based on the number of points you have earned out of 250 possible points in the course. Points will be available as follows:

The following grading scale will be used in determining your grade

A	90-100% of the possible points	(250 – 225)
B	80-89% of the possible points	(224 - 200)
C	70-79% of the possible points	(199- 175)
D	60-69% of the possible points	(174 – 150)
F	59% or fewer of the possible points	(149 or less)

College-Level Writing Requirements

Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Papers must be college-level and edited for spelling and grammar. Many assignments will also provide the opportunity for the student to complete a self assessment.

. *Rubrics: a standard or guideline from which the student and Instructor can work from the same reference point for fair and effective evaluation of subjective work, such as essays, presentations and research papers. The student is able to understand what is expected and the instructor can grade student's work constructively (Santrock, 2003) Assignment Information and mark distribution is set out in Assignment Guidelines Handouts.

If you are having trouble, you can meet with a tutor at the Learning Resources Center in the library, or go to the El Camino Writing Center. Good writing skills are essential to your success in college.

Support Services:		
Childhood Education Department Office	ARTB 326	X6022
Writing Center	Humanities 122	X3873
Learning Resources Center	Library	X3525
Health Center		X3643
EOPS	SSA	X3464
Careers in Child Care Program	ARTB 320	X3755
Tutoring Center	Library	X3511
Teacher Education Program	ARTB	X3573

Communication is Key

If you are struggling with or have a question about any of the concepts that I am presenting in class please do not hesitate to talk to me about it. We can talk on the phone, you can fax me, e-mail me, meet during my office hours, or you can make an appointment. If you are an ESL student, or if you have any areas that you need assistance please contact me so that we can develop some strategies to help you make this a valuable learning experience.

Course Assignments

1. Interview: Interview at least three children between the ages of 5 and 12 on an individual basis using diverse images prepared in class. Identify the children's age and racial awareness, development of bias and stereotypes and comments on diverse issues.
2. Reflection Papers: Reflection papers are a one page reflection based on a video, reading and or class discussion. All reflection papers are completed during class time. Students must be present in order to receive credit for the paper. Each reflection paper is worth a total of 10 points.
3. Book Reviews: After reading ten children's books review each book using the checklist for assessing children's literature. Critique each book on elements of diversity including, race, gender, age, social class, and disability.
4. Children's Book: Each student will create an original children's book that reflects elements of diversity discussed in class.
5. Environmental Review: Students will conduct a review of an early childhood environment to determine what elements of diversity are implemented.
6. Midterm: The midterm is essay form and covers the first eight chapters of the text.
7. Final Power Point Presentation: Students will work in groups to present a final presentation based on a curriculum theme.

Course Calendar

The following class schedule is designed to address the course requirements as outlined by El Camino Community College. Dates of lectures and activities are tentative based on the pace of the course throughout the session.

Week	Date	Major Topics and Class Activities	Assignment Due Dates and Reading Assignments Read Chapters Prior to Class Meeting
1	Sept. 3	Welcome to CDEV 112 Overview of Assignments	Buy textbook
2	Sept. 10	Video: Happy to Be Nappy Reflection One Anti-Bias Curriculum What is Culture?	
3	Sept. 17	Prep for Interview	Chapter 1 The Changing Face of our Classrooms
4	Sept. 24	Video: Starting Small Reflection Two Curriculum Assignment Discussion Review of Chapter 1, 2, 3	Chapter 2 Children and Prejudice <ul style="list-style-type: none"> • Stages of Racial Awareness • Prejudice and Discrimination Chapter 3 Racism <ul style="list-style-type: none"> • Impact on Children's Development • Development of Racial Identity
5	Oct. 1	Materials and Resources Group Curriculum Themes Review of Chapter 4, 8	Chapter 4 Culturally Responsive Care and Education <ul style="list-style-type: none"> • Culturally Responsive Care • Define Culture • Culturally Relevant Education • Multi-Cultural Curriculum Chapter 8 A Culturally Relevant, Anti-Bias Classroom
6	Oct. 8	Midterm Interview Due	Midterm Interview Due
7	Oct. 15	Environmental Review <ul style="list-style-type: none"> • Power Point • Visit El Camino College CDC 	
8	Oct. 22	Holidays and Celebrations Reflection Three Review of Chapter 6	Chapter 6 Family, Culture, and Community <ul style="list-style-type: none"> • Culture • Holidays and Celebration • Parent support and Education

9	Oct. 29	Bilingual Education Review of Chapter 5	Chapter 5 Bilingual Education <ul style="list-style-type: none"> • English Language Learners • Approaches to Bilingual Education
10	Nov. 5	Festival of Books Children's Book Due with Reviews	Children's Book Due with Reviews
11	Nov. 12	Group Work Review of Chapter 9	Chapter 9 Culturally Relevant and Anti-Bias Activities <ul style="list-style-type: none"> • Anti-bias materials • Interest Areas • Unit Themes • Defining Objectives and Goals
12	Nov. 19	Reflection Four Review of Chapter 9	Chapter 7 Multicultural Education <ul style="list-style-type: none"> • Human Relations • Single-group Studies • Anti-bias Education • Culturally Specific Education • Culturally Relevant Anti-bias Education Reflection Four
13	Nov. 26	Thanksgiving Holiday	
14	Dec. 3	Group Presentations	
15	Dec. 10	Group Presentations Environmental Review Due	Environmental Review Due
16	Dec. 17	Final	

Childhood Education Department
Program Learning Outcomes

- ❖ Integrate an understanding of the needs, the characteristics and multiple influences on development of children ranging from birth to adolescence as related to high quality care and education.
- ❖ Design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all children.
- ❖ Apply effective guidance and interaction strategies that support all children's social and emotional development
- ❖ Develop strategies that promote partnerships between programs, teachers, families and their communities.
- ❖ Demonstrate and evaluate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the early childhood/child development field.