ECED 5337 is a Hybrid Course:
ECED 5337 uses Blackboard as a teaching and learning environment. All ECED 5337 students must have access to Blackboard to be successful in this course. Blackboard is available through the TAMU-CC homepage and requires ECED 5337 students to have their normal NET ID to log into the course on Blackboard.

Since ECED 5337 is a hybrid online course, the instructor and TAMU-CC assume that students who enroll in the course have, or will quickly obtain, the technical expertise, hardware, and software required to be successful in the course.

There is a student tutorial available on the Island Online website (http://iol.tamucc.edu). If you have any problems logging in, the Blackboard helpdesk phone number is 361-825-2825.

You are required to check your Blackboard account every few days for announcements, assignment due dates, and/or assignment directions.

I strongly recommend that students do not use tablets, iPads or forward their emails to their phones as those systems are unreliable and content is often lost.

Begin this course by reading the syllabus very carefully. You can access the schedule, assignments, discussions, and assessments in this course.

If you have difficulty accessing any of the Course Content, please let me know as quickly as possible. The quickest way to contact me is through TAMUCC Islander email in Blackboard. If you choose to contact me via telephone, please identify yourself and the course number clearly.

Email:
Use the "Islander email" tool on the tool bar on the left side of the course content page in Blackboard to contact me with questions and/or issues relating to this class.

It is much easier for me to respond to your concerns if you contact me through the communication tools in Blackboard. Here's why: if you contact me through the Islander email tool in Blackboard, the message includes
course information in the subject line that helps me identify you and the course about which you have a question. If you have a question about the class, it is much faster and much easier for me to answer your question if I know who you are and the class in question.

I normally respond to class related email very quickly, but please allow me at least forty-eight hours to respond to mail about the class with the exception of weekends.

Normally, I will not read or respond to mail before 9:00 AM on Monday or after 5:00 PM on Friday, but like many of you, I sometimes cannot help responding to a particularly intriguing comment or email. If I am going to be out of the normal classroom for more than forty-eight hours, I will post an announcement notifying the class of a return date.

Many of you will have great questions that will benefit all students to know the answers. Therefore, I will respond to all students in the class unless you specifically state "confidential" in the subject line in your email to me.

Devices:
I strongly recommend that students do not use tablets, iPads, or forward their email to their phones as those devices are unreliable and content is often lost.

I will not respond to email that comes through any mail service other than TAMUCC email. I will not respond to Gmail, Hotmail, or any other mail service. Using the university email system assures my students and me that there is a paper trail of all of our electronic conversations in case there is a future misunderstanding.

Office Phone: 361-825-3328
If you choose to leave a message, include the course number, your full name, your phone number, and your message in a clear, strong voice. I assure you I will call you back as soon as I get the message as long as I know who I am calling and why.

Technical Difficulties:
Students who have technical difficulties of any type should contact TAMU-CC Information Technology (IT) or Distant Education for assistance. Links to IT and Blackboard can be found on the course homepage using the Start Here tab.

I. Course Description
The course will address a study of the factors related to culturally, linguistically, and economically diverse young children. Issues related to these diverse issues will be explored and effective strategies for working with these children and their families will be explored.

II. Rationale
Early childhood educators must be prepared to teach an increasingly diverse population of young children. More children from immigrant households are enrolled in early childhood programs than ever before. Jeerlean Daniel and Susan Friedman in Beyond the Journal (November, 2005).
III. National Association for the Education of Young Children (NAEYC) Standards for Graduate Level Professional Development Covered in ECED 5337

A. Standard 2: Building Family and Community Relationships
   2a. Knowing about and understanding diverse family and community characteristics.
   2c: Demonstrating cultural competence and effective collaboration to involve families and communities in young children's development and learning.

B. Standard 4. Using Developmentally Effective Approaches to Connect With Children and Families
   4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches with a high level of cultural competence, understanding & responding to diversity in culture, language & ethnicity.

C. Standard 6: Becoming a professional.
   6e: Engaging in informed advocacy for children & the profession, skillfully articulating & advocating for sound professional practices & public policies.

IV. Student Learning Outcomes

A. Graduate students will articulate and fulfill professional roles and responsibilities related to working with young children.

B. Graduate students will produce a portfolio consisting of experiences, projects and originally designed products.

V. Course Objectives

By the end of the semester, students will have the knowledge and understanding of the following:

A. Discuss the social foundations and theory of multiculturalism;
B. Discuss and understand the components of anti-bias curriculum and its implementation;
C. Discuss and critique diversity techniques;
D. Plan for the advocacy of all children;
E. Synthesize the components of multicultural education and its impact on the lives of children; and
F. Discuss family involvement from a multicultural perspective.

VI. Course Topics

The following topics will be covered in this course:

A. Caring-centered multicultural education;
B. Advocacy for all children;
C. Multicultural issues of importance in education;
D. Meeting the needs of a diverse population; and
E. Multicultural education.

VII. Instructional Methods and Activities

*Methods and activities for instruction include:*

A. Traditional Experiences (lecture/discussion; demonstration; guest speaker; on-line deliveries; video, etc)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; value clarifications)
C. Field Experiences

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

A. Cultural autobiography = 200 points
B. Cultural interview = 100 points
C. Out of My Comfort Zone = 200 points
D. Responses to articles/videos = 10 points each
E. Responses to peer responses = 10 points each
F. Countdown papers = 25 points each
G. Late assignments will be accepted for one half credit unless the professor has deemed the situation to be beyond the student’s control.
H. On all assignments, points will be deducted for misspelled words, grammatical errors, errors in mechanics, sentence fragments, and untyped assignments.
I. Grading Scale:  
   100%-92% = A
   91%-82% = B
   81%-72% = C
   71%-62% = D
   61%-0% = F

IX. Course Schedule and Policies

See attached course schedule. Dates may be changed at the discretion of the professor.

B. Class Policies

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is
subject to penalty includes all forms of cheating, such as illicit possession of
examinations or examination materials, falsification, forgery, complicity or
plagiarism. (Plagiarism is the presentation of the work of another as one's own
work.) In this class, academic misconduct or complicity in an act of academic
misconduct on an assignment or test will result in failure. See website
http://judicialaffairs.tamucc.edu/.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However,
-events can sometimes occur that make dropping a course necessary or wise. Please
consult with me before you decide to drop to be sure it is the best thing to do.
Should dropping the course be the best course of action, you must initiate the
process to drop the course by going to the Student Services Center and filling out a
course drop form. Just stopping attendance and participation WILL NOT
automatically result in your being dropped from the class. Check the university
academic calendar website for dates related to dropping a class with an automatic
grade of "W" this term. See website
http://www.tamucc.edu/academics/academic_cal.html.

Preferred methods of scholarly citations

Publication Manual of the American Psychological Association, Sixth Edition is the
preferred method for citations within papers.

Classroom/professional behavior

All students are expected to act in a responsible manner with consideration of
fellow students and toward TAMU-CC faculty and staff members. Specific rules and
information is available in the TAMU-CC Student Handbook and available through
the website http://judicialaffairs.tamucc.edu/studentcofc.html.

Statement of Academic Continuity

In the event of an unforeseen adverse event, and classes could not be held on the
campus of Texas A&M University–Corpus Christi; this course would continue
through the use of Blackboard and/or email. In addition, the syllabus and class
activities may be modified to allow continuation of the course. Ideally, University
facilities (i.e., emails, web sites, and Blackboard) will be operational within two days
of the closing of the physical campus. However, students need to make certain that
the course instructor has a primary and a secondary means of contacting each
student.
Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website http://disabilityservices.tamucc.edu/.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS

X. Textbook

No textbook will be used for this course. However assigned readings and viewing of videos will be used as content.

XI. Bibliography


Cultural Autobiography

ECED 5337

Examine and describe yourself as a cultural being in a narrative. Share information about your heritage (family and culture), your attitudes and the values learned as you grew from a child to an adult. You may recall the information or ask family members or other relatives to explore this assignment. The following ideas may be used within your description; however, they are not required. Other ideas are also appropriate. (Do not answer each section below with specific answers.)

You may want to think about:

• lessons learned about people of different ethnicities, classes genders, abilities and sexual orientations. How did you learn those? Describe the experiences that helped you develop those attitudes or feelings.
• stories that your parents or grandparents told you about the family and how those stories had an impact/affect on you;
• ways older people are addressed in your family/culture. What do those practices say about beliefs about age?
• ways people show that they care for each other in the family. Describe actions of caring within your family and/or culture. Do others bring small gifts, call and/or e-mail? Do they visit each other’s homes?
• ways that holidays, birthdays, weddings, etc. are celebrated within your family/culture
• where your family lives in relation to other family members
• ways affection is demonstrated in your family and culture. When is it considered acceptable to show affection? Do people kiss and hug or are they more reserved?
• boundaries of physical space. Do people in your family/culture stand close to each other? Do they maintain large distances from each other? How do you measure/describe the “invisible bubble” that represents each other’s space?
Requirements: This paper should be a minimum of 4 pages, double-spaced typed with a 12 font.

NAEYC Standard(s): 2a
Cultural Autobiography Rubric

Name:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The length of the paper was 4 pages, double spaced &amp; in a 12 point font?</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2. The paper was written at the graduate level.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3. The culture of the person was described in sufficient detail such that it conveyed an understanding of culture.</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>4. The paper was free of grammatical, mechanical (spelling), and punctuation errors.</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** 50

Comments:
Cultural Interview
ECED 5337

To fully explore another culture, you will be required to interview a person from a culture different from those you know and understand. You are to write a paper based upon that interview. The person selected for the interview:

a. May not be a member of this class;
b. Has attended school in the USA; and
c. Represents a culture different from your own.

The interview should focus on:
• their K-12 experiences and the impact of being different from the majority culture had upon the person’s school experiences.
• discuss the peer acceptance, teachers and staff acceptance and treatment,
• discuss the kind of curriculum to which they were privileged to, or denied access.

Then compare and contrast this person’s experiences to your own.

Requirements: The person being interviewed MUST represent a culture DIFFERENT from the culture selected for the “Individual Cultural Growth Plan”. The paper must be a minimum of three pages in length, double-spaced and in a font of 12.

NAEYC Standard(s): 2a
Cultural Interview  
ECED 5337  
Rubric

Name:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The length of the paper was 3 pages, double spaced &amp; in a 12 point font.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2. The paper was written at the graduate level.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3. The person’s K-12 experiences and the impact of being different from the majority culture had upon the person’s school experiences was discussed in detail and with respect.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4. Peer acceptance, teachers and staff acceptance and treatment was discussed in detail and with respect</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5. The kind of curriculum to which this person was privileged to, or denied access was discussed in detail and with respect.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>6. The paper was free of grammatical, mechanical (spelling), and punctuation errors.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Individual Cultural Growth Plan
ECED 5337

To complete this assignment, select a culture that is different from your own and one that has been marginalized. State the aspects that you know about this culture, want to know about it and why you chose this culture.

Next, attend some type of activity in which you can become involved. This may include attending a religious ceremony, participating in a cultural activity, or volunteering at an event. You will then compose a formal paper that states the things you knew about the culture, wanted to learn about the culture and reasons for choosing this culture. The paper must also include a review of pertinent literature using a MINIMUM of 8 sources regarding this culture.

In addition, you will also state specific concepts you learned about the culture and how this will affect your educational experiences in the future. This culture MUST be different from the one selected for the “Cultural Interview”.

Requirements: This formal paper must be a minimum of six pages in length, double-spaced, using a font of 12. Because a minimum of 8 sources will be included in the paper, the requirements of the Publication Manual of the American Psychological Association (5th ed.) must be used. A reference list of the sources used is also required. See also A.P.A. handout for additional information.

This project will be presented to the class in a VERY CREATIVE way on the dates listed in the syllabus. 30 minutes will be allowed for your presentation. The order of the presentations will be drawn.

NAEYC Standard(s): 2a, 2c, 4c, and 6e
<table>
<thead>
<tr>
<th></th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was the review of literature pertinent?</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>2. Was the knowledge acquired stated specifically?</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>3. Did the paper give insight into the culture selected?</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>4. Did the author convey a sense of respect of the selected culture?</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>5. Were the reasons for selecting the culture clearly stated?</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>6. Was the application of the paper to the educational setting clearly acknowledged?</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>7. a. Did the paper follow A.P.A. format?</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>b. Was the paper logically organized?</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>c. Was the paper of graduate quality?</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>d. Was the paper free of mechanical and spelling errors?</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>e. Were the citations relevant?</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>f. Did the citation in the text match the reference list?</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>g. Was the length of the paper a minimum of 6 double-spaced pages and use a 12 font?</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS** | **100**
Reaction Papers Assignment  
ECED 5337  

Reaction papers or position papers are intended to cause the student to reflect upon the readings in a thorough manner. After reading the article, the student should determine the personal meaning of the information and how it may or may not impact the educational setting in which they find themselves. Please do NOT abstract the article, I’ve read all of them!

Some points to ponder may include:

• Did you learn something new, if so, what?
• How do the points in the article affect today’s society?
• What solutions to the topic can you offer?
• Can you relate to the article, why or why not?
• Will this affect your thought processes in the future, if so, how?
• Did this relate to other things read in this or other classes? If so, what and how does it relate?
• Does the information affect the curriculum used in your setting?

The above listed questions are intended to ‘jump start’ your thinking about the articles. It is not necessary, nor desirable for you to answer each of the above questions.

Requirements: The response to the articles should be between 2 and 5 pages in length, double-spaced and typed in a 12 font.

NAEYC Standard(s): 2c, 4c and 6e
# ECED 5337
## REACTION PAPER RUBRIC

<table>
<thead>
<tr>
<th>POINTS POSSIBLE</th>
<th>POINTS RECEIVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. THE PAPER WAS DISCUSSED NOT ONLY THE CONTENTS BUT THE STUDENT'S INTERPRETATION AND APPLICATION OF THE INFORMATION. (16 POINTS POSSIBLE)</td>
<td></td>
</tr>
<tr>
<td>2. THE PAPER WAS OF GRADUATE STUDENT QUALITY. (2 POINTS POSSIBLE)</td>
<td></td>
</tr>
<tr>
<td>3. THE PAPER WAS FREE OF GRAMMATICAL &amp; MECHANICAL ERRORS AND WAS 2-5 PAGES IN LENGTH. (2 POINT POSSIBLE)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
</tr>
<tr>
<td>WEEK</td>
<td>ASSIGNMENT/READINGS DUE</td>
</tr>
<tr>
<td>------</td>
<td>------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Introduction to course; define ‘Multicultural Education’</td>
</tr>
<tr>
<td>2</td>
<td>Bring cultural artifact &amp; present to class</td>
</tr>
<tr>
<td>3</td>
<td>Turn in Cultural Autobiography; Read chapter 1 in textbook; Who am I as a Cultural Being? Online discussion. See Blackboard.</td>
</tr>
<tr>
<td>4</td>
<td>Biases: Who Me? Read chapter 2-3 in textbook</td>
</tr>
<tr>
<td>5</td>
<td>James Banks Presentation; Read chapter 4 in textbook</td>
</tr>
<tr>
<td>6</td>
<td>Unpacking the Knapsack articles activity; Reaction paper #1 due. Online discussion. See Blackboard</td>
</tr>
<tr>
<td>7</td>
<td>The many cultures in “Instinct”</td>
</tr>
<tr>
<td>8</td>
<td>The Paperclip Project video &amp; discussion; Reaction Paper #2 due</td>
</tr>
<tr>
<td>9</td>
<td>Cultural Interview due; TV logs &amp; activity; Reaction Paper #3 due. Online discussion. See Blackboard.</td>
</tr>
<tr>
<td>10</td>
<td>Anti-bias Curriculum for Young Children</td>
</tr>
<tr>
<td>11</td>
<td>Reviewing Children’s Books for Bias; Reaction Paper #4 due</td>
</tr>
<tr>
<td>12</td>
<td>Culturally Relevant Teaching and Young Children: Reaction Paper #5 Due; Allport’s 5 Levels of Prejudice. Online discussion. See Blackboard</td>
</tr>
<tr>
<td>13</td>
<td>Present Cultural Growth Plans</td>
</tr>
<tr>
<td>14</td>
<td>Present Cultural Growth Plans</td>
</tr>
<tr>
<td>15</td>
<td>Final Synthesizing Activity (exam) Online. See Blackboard</td>
</tr>
</tbody>
</table>