

CDEV 125 Multilingual/Multicultural Curriculum

Instructor: D. Scott Sheppard
Class Code: 15119
Academic Term: Winter 2016
Class Time: **M,T,W,TR,F:** 10:00-12:00
Phone: (760) 355-6397
Room: 202
Office Hours: **M,T,W,TR :** 9:00-10:00 AM

Text: *Roots and Wings, (Revised Edition), Redleaf Press*
ISBN: 978-1-92961-032-7
Author: Stacy York

Course Description:

General introduction to life styles, values, and socioeconomic conditions of children from multilingual and multicultural families with special emphasis on ways in which these factors affect the teaching and learning process. Students are introduced to strategies, materials and resources designed to help them enhance the multilingual and multicultural experience of the children. (CSU)

Course Objectives and Minimum Standards for a Grade of “C”:

Objectives:

Upon satisfactory completion of the course, students will be able to:

1. Investigate and construct an anti-bias curriculum.
2. Recognize and explain multicultural/cross-cultural education.
3. Examine and plan strategies for children who are monolingual in other than the dominant language or bilingual.
4. Compose and demonstrate learning experiences for children which recognize children's cultural needs.
5. Plan learning experiences for children which endorse their cultural identity.
6. Design strategies to incorporate the children's family as a cultural resource.

Student Learning Outcomes:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Plan and demonstrate learning experiences for children which recognize the child's cultural background. (ILO1, ILO2, ILO4, ILO5)
2. Design curriculum that infuses multiple cultures, languages, and differences appropriately throughout the year. (ILO2, ILO4, ILO5)
3. Design curriculum that infuses multiple cultures, languages, and differences appropriately throughout the year. (ILO2, ILO4, ILO5)

Methods of Evaluation:

Grades will be based upon class participation, attendance and completion of assignments, pop quizzes, quizzes, and tests throughout the semester. All material presented in the text, study guide, videos, and handouts will be part of the evaluation process.

All assignments should be typed, unless waved by instructor. If allowed, handwritten assignments must be in black or blue ink.

No assignments or projects will be accepted late. They are due on the date assigned. Every student has the same chance to prepare for quizzes and tests. If you miss a quiz and have extra time to study, it is unfair to those students who took the quiz on time. In order to make up a test, quiz or assignment you must show proof for the absence (doctor's note, hospitalization paperwork, etc.) and it must be approved by the instructor. Regardless of the reason for a missed quiz, all missed quizzes and tests must be made up within a week of when your class took that quiz. Make-ups are at my office during my office hours. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan your schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test *before* the scheduled time.

Grading Policy

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith or incompetency, shall be final." *California Education Code, Section 76224(a)*

Everyone in each class can earn an "A" grade. There is no set number or percentage that limits how many A's can be earned in each class.

All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

Disabled Student Programs and Services (DSP&S)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible.

Attendance & Class Policies:

Regular attendance in all classes is expected of all students enrolled. Instructors are expected to take a student's attendance record into account in computing grades. A student may be excluded from further attendance in a class during a semester when absences after the close of registration have exceeded the number of class hours which the class meets per week.

An instructor will drop any student judged to be a disturbing element in class or lab.

Beepers and cellular phones should be turned off while class is in session.

It is the student's responsibility to complete a drop request if they are withdrawing from the class.

It is also the student's responsibility to make an appointment with the instructor if they have concerns about their progress in the course.

You should be prepared when you come to class to be an active participant in the learning process. Learning doesn't occur in a vacuum, it occurs through interaction with others.

Cheating and plagiarism (using someone else's ideas or writing without acknowledgement or permission, or passing off someone else's work as your own) can result in any one of a variety of sanctions and will receive a zero on the assignment or test.

The instructor has the right to ask any student to leave who is disrupting the education of others.

The use of cellular telephones, smart phones, beepers, alarm watches, etc. is not permitted in class. Please be sure to turn off such devices upon arriving to class. Please contact the instructor about any special circumstances that might make it difficult for you to comply with this rule.

CDEV 125, Winter 2016 Schedule

	Content area	due
Week 1		
1/5-	intro Chapter 1 provides an overview of current classroom issues related to culture and bias	
1/6-	In class activity	
1/7-8	Chapter 2 challenges the widely held belief that children are too young to understand bias by providing accurate information about children's awareness of human differences. Chapter 3 examines race, racism, children's racial-identity development, and how to create a nonracist classroom.	
Week 2		
1/11		Reflection 1
1/12-13	Chapter 4 provides suggestions for working with children from diverse cultures by identifying ways in which culture and family patterns shape our attitudes and expectations. In class activity	Me book due 1-12 Quiz 1
14-15 No Class Meeting	-No class meeting- Outside assignment work on group project	Work on Group Project
Week 3		
1/-18	Chapter 5 explores bilingual education and how children acquire a second language.	Reflection 2
1-19/20		Group activity

1/21-22	Chapter 6 focuses on the context in which children learn. This context includes the community, family, and early childhood program.	Quiz 3- 1/22
Week 4		
	Chapter 7 explains the basic approaches of multicultural education Chapter 8 provides ideas for improving the classroom by making changes in the environment.	Reflection 3 Lit/Music activity due
1/26-28		
1/29		Quiz 4
Week 5		
2/1	Chapter 9 provides over eighty culturally relevant and anti-bias activities for early childhood classrooms. Start integrated activity	Integrated activities
2/2-5	Integrated activity	
2/5		Final Exam

Assignments/points

3 Quizzes at 10pts =	40 pts
Me Book	20 pts
*:Activity #(1)	20 pts
*Language/Literature activity #	20 pts
Team project/ presentation: Activity	20 pts
*Integrated curriculum: Activity # (4)	50 pts
*Reflections	30 pts
Final	30 pts = total = 230

***For CDEV 200 Portfolio: Assignment meets PLO's 2,5 and 7** A=90%-100%, B=80%-89%, C=70%-79%, D=60%-69%, F= 59% and below