

**Instructor Information**

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Office Hours: Tuesday and Thursday by appointment

**Places, Dates and Times:**

**August 27<sup>th</sup>, 9:00-3:00, UWSP, CCC Room 238**

**September 17<sup>th</sup>, 9:00-3:00, UWSP, CPS Room 326**

**October 15<sup>th</sup>, 9:00-3:00, UWSP, CPS Room 326**

**November 19<sup>th</sup>, 9:00-3:00, UWSP, CPS Room 326**

**Text:** (To be purchased by student.)

Roots and Wings, Affirming Culture in Early Childhood Programs, Revised Edition, Stacey York, Redleaf Press, ISBN 978-1-929610-32-7

The Children's Story, James Clavell, Dell Publishing, ISBN 0-440-20468-2

**Course Information**

**Bridging to the University** is offered to CWAECE students to introduce them to critical thinking skills, orient them to the academic community and to equip them with other skills necessary to be a successful UWSP student.

**Pluralism for Educators** is offered to introduce students to issues and concepts of diversity in education. Activities and assignments are designed to equip students with a broader understanding of multicultural education issues.

**Learning Outcomes:**

ED 205:

Students will articulate an awareness of personal attitudes towards diverse populations.

Students will examine and articulate the effects of poverty, racism, prejudice, sexism and discrimination on learning.

Students will describe how pupils and families differ in their approaches to learning.

Students will describe the cultural and linguist barriers that interfere with learning and what needs to be done to adapt instruction.

Students will articulate their rationale for choosing materials to use in the classroom.

ED 370

Describe the importance of critical thinking and information literacy and apply the associated skills.

Identify and apply appropriate note-taking and time-management strategies to their academic studies.

Identify and utilize UWSP programs, resources, and services that will support their academic studies.

Develop a plan that demonstrates their responsibility for their own education, specifically how it relates to their interests to their future goals.

### **Important links to support course goals.**

- Teaching Standards: [http://www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf) (InTASC)
- UWSP Dispositions: <http://www.uwsp.edu/education/Documents/CurrentUndergrad/DispositionUnderstanding.pdf>
- Reading a-z.com <http://www.readinga-z.com/>
- Teaching Tolerance: <http://www.tolerance.org/activities>

### **This course will focus on the following InTASC standards.**

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### **Dispositions**

Being fully present each class meeting. Your enthusiasm, dedication, and attitude toward young children and teaching and learning are extremely important. Your interactions and conduct in this class. With children and your peers should be positive, warm and professional.

## **Course and University Policies**

### **University Policies**

- The expectations delineated in the **UWSP Community Bill of Rights and Responsibilities** are intended to help maintain a positive living and learning environment (<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>). This document also includes policies regarding academic misconduct. For additional information refer to this link: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>
- **Copyright and File Sharing:** Posting instructor-created course material onto course-sharing websites directly violates the instructor's copyright on his/her academic materials. These materials are provided for your convenience as an aid to learning. Permission to post instructor-created material on any site is unequivocally denied.
- **Students with disabilities:** If you need special accommodations to meet any of the course requirements you should register with the Disability Services Office (6<sup>th</sup> floor of the Learning Resource Center) and contact me at the beginning of the course. The **American with Disabilities Act (ADA)** is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information refer to <http://www4.uwsp.edu/special/disability/>

**Attendance:** Participants in this course may have multiple roles and commitments to juggle. Apart from being a student, you may be an employee, a parent, a community leader or a caregiver to a family member. To complete this course you will need to plan your time to fit scheduled class sessions. Each participant is responsible for informing the instructor about any absence ahead of time via email or voice mail message. Participants are required to obtain handouts and/or other materials distributed.

**Participation:** Full preparation and active participation in monthly course activities. Completing all individual assignments on time; engaging in respectful and collaborative conversations in class that help to explore and deepen understanding of course topics; and using electronic devices only for class-related activities (rather than personal usage).

**Required Assignments (D2L site is listed under Workshop 370 sec 81)**

**Reflective Journal Entries:** (Form on D2L) **Due Sunday by midnight for each assignment date.**

Throughout the semester you will be required to submit journal entries based on assigned readings. 3 specific citations from each chapter should be included. Your job is not just to share your thoughts but to support your ideas with personal experiences or how these ideas can be applied to your future classroom. All entries are submitted to the drop box.

**Analysis of The Children’s Story** (submit to D2L) **Due September 18th**

**Here are a few ideas to think about.....**

- What was the author’s purpose in writing the story?
- Does the story support or oppose popular notions of school?
- Does the story offer a new insight into the power of teaching?
- What lesson or message does the author want the reader to understand from the story?
- Do you agree or disagree with the author?

**Context for learning assignment:** (submit to D2L) **Due October 15th**

Using currently defined standards analyze the class you are working in.

**Cultural Exploration:** **Due November 19<sup>th</sup> for class presentation**

Tell your story. Tell as much or as little as you are comfortable with. This will be your final presentation on the last Saturday of class. At the end you will need to tell us how you think your background impacts your teaching. Things you should include: where you’re from, traditions past and present values and beliefs

**Portfolio Synthesis:** (submit to D2L) **Due on or before December 10th**

What have you learned and how will it impact your instruction? (1-2 pages)

**All Citations MUST be Footnoted and Links MUST be provided for All Online Materials**

**ALL ASSIGNMENTS DUE TO DROP BOX BY December 10th**

**Grades will be based on the following:**

Class assignments may be redone to meet grade expectations.

- Journal entries as a response to readings. (total of 30 points)
- Analysis of The Children’s Story (total of 10 points)
- Context for learning. (total of 10)
- Final Cultural Exploration Project (total of 30 points)
- Synthesis paper (total of 20 points)

**Total Points**

			76-73	C
100-93	A		72-70	C-
92-90	A-		69-67	D+
89-87	B+		66-63	D
86-83	B		62-60	D-
82-80	B-		Below 60	F

JOURNAL FORM FOR REVIEW OF READINGS/ARTICLES

**Copy this form and use it to review assigned readings. Type your response clearly. Submit form to D2L.**

Points	10	5	0
	Full response with clearly developed points.	Partially developed response.	Underdeveloped response or no response.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title of article/s or reading/s: \_\_\_\_\_

*Choose 3 citations from your reading/s and note the pages you found them on.*

*Commentary: Explain how these will impact your instruction and **WHY**. Give examples based on your current or future classroom experiences.*

**Citation 1:**

**Commentary:**

**Citation 2:**

**Commentary:**

**Citation 3:**

**Commentary:**

Final Synthesis Paper

- Writing should be clear and concise. Use specific concrete examples to support your statements.
- This paper should be three to four pages in length (double spaced)
- Include your name and class number on the heading of your paper. (No name-No grade)
- Paper must contain an introductory paragraph, development paragraphs and a conclusion paragraph.
- This assignment will be a required artifact for your edTPA portfolio.
- Assignment turned into D2L by **November 30**

Components of the paper:

1. What were your initial assumptions and biases about diversity entering this course? Honestly share your thoughts. (opening paragraph)
2. State what you learned about yourself in relation to your own cultural rules and biases.
3. State what you learned about yourself in relationship to your own assumptions and biases in your teaching/care setting.
4. Discuss various cultural experiences you have had in your teaching/care setting. Write specifically what you have learned from these experiences.
5. Discuss how your instruction/care will be impacted by these experiences. (Will there be changes/adaptations?)
6. Final closing paragraph: What as a professional have you learned? (Sum this experience up.)

Points	Initial biases/assumptions (paragraph 1)	Body of the paper/key concepts (paragraphs 2-5)	Plans and action Statement (paragraph 6)	Professional Presentation
20	Initial assumptions/biases with clear thoughts stated.	All items present with specific concrete examples.	2-3 Clearly stated plans for the future, with concrete statements for action.	Organized, concise writing. Correct grammar and accurate spelling. Includes name, section number and double spacing.
10	Initial assumptions/biases with mostly clear thoughts stated.	3 items present with mostly specific, concrete examples.	1 Stated plan for the future with few concrete statements for action.	Somewhat organized and mostly clear writing. Few grammar and/or spelling errors. Includes name, sections number and double spacing.
0	No assumptions/biases stated with no clear thoughts.	1 or 2 items present with limited specific concrete examples.	Plans stated in vague or confusing terms.	Unclear and unorganized writing. Multiple grammar and/or spelling errors.

**Expecting all children the same age to learn from the same materials is like expecting all children the same age to wear the same size clothing.**

**Madeline Hunter**

**Course Schedule**

	Assignments	Notes
August 27	<b>Orientation</b> – review of syllabus and first assignment	
Aug 27-Sept 4	Read <i>The Children’s Story</i> by James Clavell	
Sept 5- 11	Write your analysis piece.	
Sept 12-18	Chapter 1 – The changing Face of Our Classrooms	
September 17	<b>Class</b> – Syllabus review, Activity, Writing,	
Sept 19-25	Chapter 2 – Children and Prejudice	
Sept 26-Oct 2	Chapter 3 - Racism	
Oct 3-9	Education Week – Demographic Change Amplifies Importance of Academic Achievement	
Oct 10 - 16	Chapter 5 – Bilingual Education	
October 15	<b>Class</b> ELL Act 31	
Oct 17-23	Chapter 4 – Culturally Responsive Care and Education	
Oct 24-30	Chapter 6 – Family Culture and Community	
Oct 31-Nov 6	Chapter 7 – Multicultural Education	
Nov 7- 13	Chapter 8 – A Culturally Relevant and Anti-Bias Classroom	
Nov 14-20	Rethinking Holidays – Holiday policy steps	
November 19	<b>Class</b> presentations	
Nov 20-30	Complete and have all assignments submitted.	

**Cultural Exploration - Grading Rubric**

POINTS	30	20	10	0
Accuracy	Information included meets the requirement of the assignment.	Information included some of the requirements of the assignment.	Information is very limited and meets only 1 requirement of the assignment.	
Visuals	Presentation includes very helpful and interesting visuals.	Presentation includes some helpful and interesting visuals.	Presentation has limited visual aids.	
Oral Presentation	Presenter speaks very clearly and concisely.	Presenter speech is not clear and often confusing.	Presentation is disorganized and difficult to follow.	
Creativity	Presentation is creative with nice visual aids and interesting language.	Presentation is not very creative with limited visual aids.	Presentation is not very creative and has no visual aids.	
Grammar/Spelling	All written information has few to no spelling/grammar errors.	Written information has 2-4 grammar and spelling errors.	Written information has multiple errors that make understanding difficult.	

**Context for Learning (form is on D2L)**

- Students may fit into multiple categories.

	# of students	ACCOMMODATIONS
GRADE/AGE RANGE		
MALE		
FEMALE		
SPECIAL NEEDS		( list needs of students)
LOW INCOME		
ELL		
MIGRANT		

I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel. Maya Angelou

