



**UNIVERSITY OF TEXAS
EL PASO**

College of Education- Department of Teacher Education

Title of Course: ECED 5355 CRNs: 35832 & 36586 Justice/Equity- Oriented Education and Multicultural Literature, Birth to Age 8	Credits: 3
Semester: Summer I, 2022	Instructor Information: Name: Alyse, C. Hachey Ph.D. Office hours: emails will be answered within 24-48 hours; phone/zoom meetings available by appointment as needed.
Day/Time: Online; runs on a Weekly Schedule	Email: ahachey@utep.edu

Course Description:

This course focuses on how the use of children’s literature in the Early Childhood classroom impacts young children’s beliefs and knowledge of diversity, equality, social justice and fair treatment in our diverse, contemporary society. It covers the conceptualizations of justice-oriented education, multicultural education and multicultural literacy as applied to teaching and learning in the early years. Students will explore the creation, critique and utilization of children’s literature about various cultures (including works by and about African Americans, Asian Americans, Latinos/as, Native Americans and other ethnic groups), as well as literature by and about groups traditionally defined by class, religion, ability, gender or sexuality.

Course Format Information: This course will be conducted as *a fully online* course. This is a fast-paced, intense 7-week course that covers the content typically taught in a 14-week semester. It runs on a Monday to Sunday schedule; coursework throughout the week is due at specific days/times, however, you are *not* required to be online at any specific time. The standard recommendation across the board by American universities is to plan for approximately three hours of study time for every one credit hour taken. Therefore, for this course, you can expect each week to spend 3 hours of class time + 6-9 hours of study and prep time, which equals approximately 9-12 hours per week devoted to this course. Please read the syllabus and information in the course site *very* carefully, understand what you need to do and when you need to do it, and then plan class study time in your week accordingly. If at any time you do not understand what to do or when to do it, you should contact Dr. Hachey immediately (ahachey@utep.edu)

For Technical Assistance: If you have technical problems with the course site or related computer/Internet applications, please contact the UTEP Helpdesk: M - F: 7AM - 8PM, Sat: 9AM - 1PM, Sundays 11-4 pm. On campus phone: 915.747.5257. Off campus: 915.747.4357. If you are on campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

Required Reading:

- Cai, M. (2002). *Multicultural literature for children and young adults: Reflections on critical issues*. Westport, CT: Greenwood.

NOTE: **You can download a FREE PDF of this textbook through Academia Online.**

To do so, go to:

[https://www.academia.edu/37880440/ Mingshui Cai Multicultural Literature for Childr_BookFi](https://www.academia.edu/37880440/Mingshui_Cai_Multicultural_Literature_for_Childr_BookFi) On this page, you will be asked to sign up (either through google, facebook or you can create an academia account by email). Once you sign in, you will be able to download the free copy of the book.

- Additional required readings/viewings will be available within our Blackboard course site

Our online course site is copyrighted and is the property of UTEP and ECED faculty. Content from the course site, in part or whole, may *not* be shared or distributed without direct written permission. For questions or issues related to this, please contact Lead ECED Faculty, Dr. Alyse C. Hachey at ahachey@utep.edu.

Additional Recommended Resources:

(These are NOT required but you may want to use them to further your knowledge and support the completion of your coursework).

Suggested Texts

- Bothelo, Maria J., & Rudman, Masha K. (2009). *Critical multicultural analysis of children literature: Mirrors, windows, and doors*. New York, NY: Routledge.
- Gollnick, D. M. & Chinn, P. C. (2009). *Multicultural education in a pluralistic society* (8th ed). Upper Saddle River, NJ: Merrill Prentice-Hall.
- Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education* (3rd ed.). New York: Longman.
- Ramsey, P. G. (2015). *Teaching and learning in a diverse world: Multicultural education for young children* (4th ed), New York: Teachers College Press.

Suggested Websites

The following websites provide useful resources in preparing the course:

- Carter G. Woodson Book Awards
For the most distinguished social science books depicting ethnicity in the United States (<http://www.socialstudies.org/awards/woodson/>)
- Jane Addams Children's Book Award
For promotion of peace, social justice, world community, and/or equality of the sexes and all races (<http://www.janeaddamspeace.org/jacba/>)
- Cooperative Children's Book Center (CCBC)
"50 Multicultural Books Every Child Should Know"
(<https://ccbc.education.wisc.edu/books/detailListBooks.asp?idBookLists=42>)
- Children's Literature Research Collections, Kerlan Collection, University of Minnesota
(<https://www.lib.umn.edu/clrc>)

UTEP Learning Resources:

(UTEP provides a variety of student services and support including the resources below)

- UTEP Library: You can access to a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- The University Writing Center (UWC): Virtually everyone needs help with writing academic English. There's no shame in it. The UWC [Library Building, Rm.227; phone: 915.747.5112] provides online consultations to all UTEP students at no cost. They also have walk-in services, if you are local. It is a terrific resource. If I suggest you attend the Writing Center, it's because I think you will benefit from it. It's not a punishment – it's intended to help you. Check the website for more information: <http://uwc.utep.edu>

Standards of academic integrity: Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities statement: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Student Conduct and Discipline: All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (<http://www.utsystem.edu/bor/rules>) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

Equal Opportunity: All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with Dr. Hachey [email ahachey@utep.edu to set up an in-person or phone meeting].

Guide to Online Etiquette:

As a member of the learning community of this class, the following is a list of specific expectations (Note that this list is not exhaustive and that it may be added to as needed throughout the semester):

1. *You are expected to actively engage in the learning community of this class.*

This includes: completing the Coursework Requirements as outlined in each session, actively contributing to discussions, seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit if ask your question) and exhibit professional courtesy during interactions with classmates/ your instructor. Class participation includes but is not limited to: engaging in in-class activities and writing, volunteering inputs in class discussions, answering questions, defending personal viewpoints, and presenting completed assignments to your classmates.

2. *You are expected to exhibit appropriate behavior for a higher learning environment.*

Even though we will not meet face-to-face, logging on to our online course site is the equivalent of walking on to the UTEP campus. Therefore, the rules of conduct that apply on campus also apply in our course site. Our course site is a place to engage in social learning; it is meant to be a safe space for all. Our ideas and beliefs shape who we are, and will differ from our peers; sharing these within class allows us to learn different perspectives and points of view, but this can only happen successfully if everyone in our learning community is respectful of individual ideas. You are encouraged to participate in all activities to the fullest extent possible, with an open mind to new experiences. In particular, the following are general guidelines for online interactions:

- All the information discussed between peers and/or with your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of judgment.
- You are encouraged to participate to the depth that you feel comfortable sharing with the class (Note: An electronic record will remain, so be thoughtful in how much personal information you share. The general rule is: share only that which you would be comfortable seeing printed in a newspaper/ public Internet page.).
- Do not use inappropriate language, all capital letters, or language short cuts (i.e. texting shorthand). Online entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.
- When reacting to someone else's message, whether in agreement or disagreement, please address the ideas, not the person. (Note: Harassing, flaming and/or inappropriate postings will not be tolerated.)
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- Please refrain from posting just yes/no or I agree/disagree answers (this will not earn you participation points). The point of our online interactions is to create a rich and meaningful sharing of ideas; therefore, posts should: justify positions, provide specific examples, and demonstrate that you have read the required readings and your classmates' comments carefully and thoughtfully.

3. *You are expected to exhibit high level time management skills and turn your work in on time.*

As previously mentioned, this is a fast-paced, intensive course that requires you to devote significant time to complete the required readings, discussions and various additional assignments that are due each week. Although there is no mandatory time that you must be online, the research shows that those

with the best success in online courses create a set schedule for coursework and stick to it (whether you do your work at 3am or 10am on whatever day does not matter, what matters is just that you allow a sufficient, set time each week of the course to focus on coursework). Timely completion of all coursework is essential for this class to run smoothly (i.e. your classmates rely on you to do your readings early in the week and contribute to the discussion on time in order for them to be able to post feedback later in the week). Therefore, late work will not be accepted. All online assignments are due by the due date and time listed in the task directions (see each weekly session in our course site for specific details). Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times, and then schedule your time devoted to this class accordingly.

Missing two weeks of discussion and/or failure to turn in two major assignments will result in your automatically being dropped from this course.

Note: Exceptions may be made in the case of *extreme* emergency with supporting documentation. I will not accept any late coursework after one week from the originally scheduled due date during the semester or after the last scheduled coursework due date at the end of the semester. If you anticipate your assignment will be late due to unusual circumstances, please contact me and explain your situation prior to the due date of the assignment; I will work with you. However, without prior notice, late assignments will not receive any credit.

What If Blackboard Goes Out and I cannot get into our course site to post work by the required due date?

All coursework (unless specifically indicated in the task directions) should be posted in our course site. If you find that you are unable to log into Blackboard to access our course site at the time that you are trying to post your work by the due date, you must email me (through regular e-mail at ahachey@utep.edu) immediately with an attachment of your work. When you do this, I will know that you have completed the work in a timely manner and it will be accepted, even though it was not posted in our course site as is generally required. I will then check with the Technology staff at UTEP to determine when Blackboard was out. If you email me indicating that Blackboard is out, but you do not send me your work as an attachment, you will not receive credit for your work.

4. *You work is expected to be your own.*

Everything you turn in for this course must be your own work. The purpose of coursework is to know what *you* think, not how clever you are at getting around the rules.... so use your brilliance in a productive way. Any student caught engaging in instances of cheating, plagiarism or any other form of academic misconduct *will* be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It's serious! Don't do it.

5. *You are expected to contact me for help if needed throughout the semester.*

I will be available and checking email regularly. You can expect a response from me with 24-48 hours (usually sooner) for any email communication you send. If you feel you need additional support, you can email me for an appointment and we will make arrangements to have a phone/zoom conversation. My email is ahachey@utep.edu. Please include your first and last name and the title of the course you are taking with me in the body of your message.

If at any time, you have difficulty understanding my expectations or the course material or completing course work for any reason—BE PROACTIVE!!! I am here for you (email and phone/zoom). I *strongly* encourage you to reach out to me as soon as possible (do not wait until the day before something is due or the end of the semester) and we will work together to make this class a success for you!

Student Learning Outcomes:

COURSE SPECIFIC STANDARDS ECE 5355 students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
1. Discuss the main tenants of Justice-Oriented Education and Equity Pedagogy as they apply to Early Childhood Education;	Participation; Discussions; Critical Reflections
2. Compare and contrast theories and empirical research on the use of justice-oriented and multicultural literature in Early Childhood Classrooms;	Participation; Discussions; Critical Reflections
3. Critically examine the impact of children’s literature and literacy teaching practices on young children’s emerging social identities development and engagement in the classroom;	Participation; Discussions; Critical Reflections
4. Critique various children’s literature for inclusiveness, anti-bias and equity;	Participation; Discussions; Critical Reflections
5. Analyze the challenges and controversies related to addressing social diversity (in terms of race, gender, class, sexuality, etc.) in Early Childhood Settings, including teacher beliefs;	Participation; Discussions; Critical Reflections
6. Design developmentally appropriate Multicultural Literacy curricula for culturally and linguistically diverse learners	Multicultural Literacy Teaching Portfolio

Evaluation & Coursework Requirements of Students:

Coursework Requirements

Participation	150 Points _____
Weekly Discussion	300 Points _____
Critical Reflections	300 Points _____
Multicultural Literacy Teaching Portfolio	250 Points _____
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Total	1000 Points _____

How Grades are Determined

Grade	Earned Points
A	900 -1000
B	800- 890
C	700- 790
D	600- 690
F	Below 600

General Criteria for Grading Assignments:

Does not meet expectations (Loss of many points)	Meets expectations (Loss of few points)	Exceeds expectations (Loss of no points)
The information provided is not organized and detailed or conclusions drawn from the information is not supported or accurate. The assignment is incomplete/does not include all required sections according to the directions. All written portions include repeated grammatical and spelling errors; no or improper citations.	The information provided is somewhat organized and detailed and conclusions drawn from the information is somewhat supported and accurate. The assignment is mostly complete/ includes most required sections according to the directions. All written portions include few or no grammatical and spelling errors; proper citations with few errors.	The information provided is organized and detailed and conclusions drawn from the information are supported and accurate. The assignment is complete/includes all required sections according to the directions. All written portions include no grammatical and spelling errors; proper citations with no errors.

Individual grading rubrics are found in the directions for each coursework task; these are located with each task direction in our online course site.

This course runs on a weekly schedule, Monday through Sunday. Detailed instructions for all of the coursework tasks to be completed each week of the semester are arranged by class session (i.e., each class session covers one week of the semester). The class sessions for each week are labeled by week number and start date in the main left-hand navigation in our course site. In each of the weekly class sessions, you will find: the topic(s) and objectives for the week, the required reading (with embedded links to download/access articles or videos), a summary of what tasks are due (and when) that week and detailed directions and related links for completing and posting your coursework that is due for that class session (i.e., during that week).

All weekly tasks must be submitted by the given deadline. Discussions and all Feedback to classmates (regardless of type of feedback) are due by 11:45pm MT on the day indicated in the task directions; Critical Reflections are due by 12pm (Noon) on the day indicated in the task directions.

The following is a summary overview of the required coursework for the entire semester and related points possible. For *detailed instructions*, you should access the weekly class sessions in our online course site.

Participation (150 points total)

Since we do not actually meet in person, participation in this course occurs through online postings and interactions in our course site. Your active participation in this course will be measured three ways, by your: (1) one-time self-introduction; (2) multiple feedback to various classmate postings throughout the semester, and (3) one-time feedback to classmates' self-introduction and Multicultural Literacy Teaching Portfolios.

- *One-time Self-Introduction* (20 points): At the beginning of the course, you will post a Self-introduction to introduce yourself to all of us (this introduction should be at least 200

words; detailed instructions for this assignment are found in our courses site, Week #1). Please note that your self-introductions are due the second day of class... so you should get this task completed right away.

- *Multiple Feedback to Classmates' postings (100 points total through two types of response tasks, repeated throughout the semester)*

For the weeks that required "Feedback to Classmates' Postings" are assigned (see detailed directions outlined in the individual weekly class sessions in our online course site), you will offer:

- Feedback to TWO classmates' Discussion Postings: (5 points for EACH feedback x 2 responses = 10 points per class session x 5 class sessions= 50 points total)
- Feedback to TWO classmates' Critical Reflections: (5 points for EACH feedback x 2 responses = 10 points per class session x 5 class sessions= 50 points total)

In order to receive full credit, you will need to post **all** feedback to classmates' (Two for Discussion postings and Two for Critical Reflections) by 11:45pm MT on Sunday for each class session week they are assigned. Please write at least 50 words for each feedback posting (regardless of type). Note: you do not have to give feedback to the same student for each type of response (Discussion and Critical Reflections) in any given class session. In fact, I ask that you do not provide feedback to the same classmate every week. Instead, you should always try to respond to a classmate who does not already have feedback and/or who you have not provided feedback to before.

- *One-time feedback to classmates' Self-Introduction/Multicultural Literacy Teaching Portfolio (30 points total)*
 - Feedback to a classmate's Self-introduction: you will respond to ONE classmate [minimum of 50 words] by 11:45pm MT on Sunday of the week they are assigned. (10 points)
 - Feedback to classmates' Multicultural Literacy Teaching Portfolio: You will respond to Two classmates [minimum of 75 words each] by 11:45pm MT on Sunday of the week they are due. (10 points for each feedback x 2 responses= 20 points total)

Weekly Discussion (300 Points total)

Each week, there will be assigned readings/videos to watch related to our discussion topic, along with several questions for you to think about and share your thoughts. You should respond to all questions in your discussion posting and cite the appropriate sources to support your answers. Please use APA format for references and include references for all discussions. The total length of your responses should be at least **500 words** (you will include the total word count at the end; the number of words for each answer does not have to be equal). Please number your discussion responses according to the numbered questions provided. Your responses to Weekly Discussion Questions are due by **11:45 pm on Thursday** of the weeks they are assigned, unless otherwise noted. It is important to keep your answers/comments relevant to the topic of the discussion that week. (50 points per discussion x 6 weekly discussions = 300 points total)

Critical Reflections (300 points total)

Throughout the course, we will be taking a deeper look at various kinds of multicultural children's literature. Each week, you will have annotated bibliographies to complete in order to give you an opportunity to critically examine and reflection on children's literature about a specific topic. A template for completing your children's literature annotated bibliographies is provided each week that Critical Reflections are assigned in our course site. Critical Reflections should be at least **500-900 words** as specifically indicated in each week's directions (you will include the word count at the end). Critical Reflections are due by **12pm MT (Noon) on Saturday** of the weeks that they are assigned, unless otherwise noted. [50 points x 6 reflections = 300 points total]

Multicultural Literacy Teaching Portfolio (250 Points total)

Your final project is the creation of a Multicultural Literacy Teaching portfolio. It is meant to both showcase the knowledge you have gained over the semester and to serve as a future resource. Your portfolio will consist of the five sections:

Section A: Introduction

Section B: Teacher Resources

Section C: Toddlers/Preschoolers Multicultural Literacy

Section D: Kindergarteners/1st graders Multicultural Literacy

Section E: 2nd -3rd graders Multicultural Literacy

A breakdown of each section and detailed directions of what your final portfolio project should include is found in the Week 7 session of our online course site. Your Multicultural Literacy Teaching Portfolio is due by **3pm MT on Sunday, July 3rd**. Feedback to your classmates is due by **11:45pm MT on Sunday, July 3rd**. These are firm due dates!

Note: Although Week 7 is wholly reserved for you to work on your Multicultural Literacy Teaching Portfolio, the scope of this assignment is such that you should begin thinking about and working on it by no later than week 3 or 4 of this course.

Class Schedule: Please note that the schedule below is subject to change.

WEEK	DATES	TOPICS	COURSEWORK DUE
Week 1	May 16 thru May 22	Justice-Oriented Education, Equity Pedagogy and Multicultural Literacy	Self-introduction -(due @ 11:45pm MT, Tues) Discussion #1 -(due @ 11:45pm MT, Thurs) Critical Reflection #1 - (due@ 12pm [Noon] MT, Sat) All feedback to classmate postings for week #1 - (due @ 11:45pm MT, Sun)
Week 2	May 23 thru May 29	Multicultural Education and Defining Multicultural Literature	Discussion #2 -(due @ 11:45pm MT, Thurs) Critical Reflection #2 - (due@ 12pm [Noon] MT, Sat) All feedback to classmate postings for week #2 - (due @ 11:45pm MT, Sun)
Week 3	May 30 thru June 5	Stereotyping in Children’s Literature	Discussion #3 -(due @ 11:45pm MT, Thurs) Critical Reflection #3 - (due@ 12pm [Noon] MT, Sat) All feedback to classmate postings for week #3 - (due @ 11:45pm MT, Sun)
Week 4	June 6 thru June 12	Cultural Authenticity, Crossing Borders & Colorblindness;	Discussion #4 -(due @ 11:45pm MT, Thurs) Critical Reflection #4 - (due@ 12pm [Noon] MT, Sat) All feedback to classmate postings for week #4 - (due @ 11:45pm MT, Sun)
Week 5	June 13 thru June 19	Reader Response (Theory & Practice) & Counter-storytelling	Discussion #5 -(due @ 11:45pm MT, Thurs) Critical Reflection #5 - (due@ 12pm [Noon] MT, Sat) All feedback to classmate postings for week #5 - (due @ 11:45pm MT, Sun)
Week 6	June 20 thru June 26	Teaching towards Inclusion, Equity & Empowerment	Discussion #6 -(due @ 11:45pm MT, Thurs) Critical Reflection #6 - (due@ 12pm [Noon] MT, Sat) [There is no feedback to classmates due this week!]
Week 7	June 27 thru July 3	Final Project	Multicultural Literacy Teaching Portfolio - (due@ 3pm, MT, Sun) All feedback to classmate portfolios (due @ 11:45pm MT, Sun)