UNIVERSITY OF TEXAS
EL PASO

College of Education- Department of Teacher Education

Title of Course: ECED 5353 SEC 002 CRN 36050 Early Language/Literacy Development and Curriculum, Birth to Age 8	**Class hours:** 3
Semester: Summer 2019	**Instructor Information:** Name: Jessica Slade, Ph.D. Email: jdgaines@utep.edu Office hours: Available by email M 3-5p MT or email for appointment by email/phone at other times
Day/Time: Fully Online; Runs- Monday-Sunday Schedule	
Credits: 3	

Course Description: This course focuses on the early language and literacy acquisition of young children and the use of culturally-relevant teaching methods and materials to support their development. It covers the components of emergent literacy from Birth to Age 8, including: oral and written language development; phonological and phonemic awareness; vocabulary acquisition; reading comprehension; and fluency skills. Students will synthesize differing views of early language and literacy development, literacy pedagogy and current research to create curricula that supports diverse literacy learners in the Early Childhood classroom.

Course Format Information: This course will be conducted as *a fully online* course. This is a fast-paced, intense 8-week course that covers the content typically taught in a 15-week semester. It runs on a Monday to Sunday schedule; course work throughout the week are 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 + 9 hours of study and prep time, which equals approximately 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 our when to do it, you should contact Dr. Slade immediately (jdgaines@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:

- Genishi, C. & Dyson, A. H. (2009). *Children, language, and Literacy: Diverse Learners in Diverse Times*. New York, NY: Teacher's College Press.
- Additional required readings/viewings will be available within our Blackboard course site

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

- Christie, J., Enz, B., & Vukelich, C. (2011). Teaching Language and Literacy (4th edition). Pearson.
- McGee, L. M. & Richgels, D. J. (2011). *Literacy's Beginnings: Supporting Young Readers and Writers* (6th Edition). Allyn & Bacon.
- Tompkins, G. (2012). *50 Literacy Strategies: Step-by-Step* (4th Edition). Pearson.
- White, H. (2005). *Developing literacy skills in the early years: A practical guide*. Sage.
- Otto, B. (2015). *Literacy Development in Early Childhood: Reflective Teaching for Birth to Age Eight*. Waveland.

Suggested Websites

- 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. Slade [email jdgaines@utep.edu to set up an in-person or phone meeting].

Slade's 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 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 if 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. 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 jdgaines@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 from 3-5pm on Mondays and at least once a day on other days of the week. You can expect a response from me with 24 hours (usually sooner) for any email communication you send. If you feel you need additional support, you can email me for an appointment (on Monday afternoons or a time more convenient to you) and we will make arrangements to have a phone conversation. My email is jdgaines@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). 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 312 students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
1. Compare and contrast empirical research and related theoretical perspectives of child development in the language and literacy domain	All course tasks
2. Analyze the critical impact of socio-cultural interactions/relationships on young children's language and literacy development	Discussions, Reading Reflections
3. Identify criteria for selecting appropriate children's literature base on the emergent literacy trajectories that occur during the major developmental periods (infant/toddlerhood; preschoolers; primary age children)	Annotated Bibliographies
4. Critically examine various instructional techniques and materials aimed at addressing differentiated student needs, strengths and interests in reading and writing	All course tasks
5. Integrate children's literature with play-based learning experiences to enhance language and literacy competencies in young children	Final Project
6. Design developmentally appropriate language/literacy curricula for culturally and linguistically diverse learners	Final Project

English Language Arts and Reading Generalist EC-6 Standards (Texas Certification Standards) will be the basis of this course. During the semester, you will have numerous opportunities to make connections between theories of language/literacy development and early childhood pedagogy through a variety of interactive performance tasks which address these standards, listed below.

Texas Certification Standards: English Language Arts and Reading Generalist EC-6
I: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
II: Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

III: Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
IV: Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.
V: Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.
VI: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.
VII: Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.
VIII: Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.
IX: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.
X: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.
XI: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Evaluation & Coursework Requirements of Students:

Coursework Requirements
Participation   110 Points_____
Weekly Discussion   100 Points _____
Reading Reflections   150 Points _____
Annotated Bibliographies   200 Points _____
Midterm Paper   150 Points_____
Final Project: Portfolio   202 Points_____
Final Project: Presentation   88 Points _____

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.

Detailed instructions for all of the coursework 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), 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; course work is ALWAY due by 11:45pm MT on the day indicated in the task directions.

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

Participation (110 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' introduction and final presentations.

- *One-time Self-Introduction (8 points):* At the beginning of the course, you will post a Self-introduction to introduce yourself to your peers (this introduction should be at least **300 words;** detailed instructions for this assignment are found in our courses site, Session #1).

- *Multiple Feedback to Classmates' postings (90 points total through three 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 class sessions in our online course site), you will offer:

  ➢ A Response to a classmate's <u>Discussion Posting:</u> (7.5 points for a response x 4 class sessions= 30 points)

  ➢ A Response to a classmate's <u>Reading Reflection</u>: (7.5 points for a response x 4 class sessions= 30 points)

  ➢ Responses to TWO classmates Annotated Bibliography: (3.75 points for each response x 2 responses per class session = 7.5 points total x 4 class sessions =30 points)

  In order to receive full credit, you will need to post ALL feedback to classmates' postings (discussion, reading reflection and annotated bibliography) 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, reading reflection and annotated bibliography) in any given class session. DO NOT provide feedback to the same classmate every week. Instead, you should always try to respond to a classmate who <u>does not already have feedback and/or who you have not provided feedback before.</u>

- *One-time feedback to classmates' Introduction/Final presentations (12 points)*

  Please write at least **50 words** for each feedback posting:

  ➢ Feedback to a classmate's self-introduction: you will respond to 1 classmate by 11:45pm MT on Sunday of the week they are assigned. (6 points)

  ➢ Feedback to classmates' presentations: You will respond to 2 presentations by 11:45pm MT on the last day of the semester. (3 points for each response x 2 responses= 6 points total)

<u>Weekly Discussion</u>
(5 points x 4 questions = 20 points per discussion x 5 weekly discussions = 100 points total)
There will be discussion questions about the chapter/articles for you to think about and share your thoughts. You should respond to ALL questions: the total length of your responses should be at least **400 words** (100 words for each question, give or take). Your responses to Weekly Discussion Questions are due by **11:45 pm on Wednesday** of the weeks they are assigned. It is important to keep your answers/comments relevant to the topic of the class session that week.

Reading Reflection (30 points x 5 reflections= 150 points total)

Reading reflection acts as the 'bridge' between academic concepts and real world experiences. Each week, you will read assigned chapters/articles about the topic for that week and compose a reflection that shares your thoughts and insights related to the readings. The goal of this assignment is to organize your thoughts through writing. Reading Reflections should be at least **600 words** total (you will include the word count). Reading Reflection are due by **11:45pm MT on Thursday** of the weeks they are assigned.

Children's Literature Annotated Bibliography

(40 points x 5 Annotated Bibliography Responses =200 points)

The goal of this assignment is to review a variety of children's books and share "high quality" children's books with your peers. You will explore a variety of children's literature for young learners. Each week, you will select **3 children's books** that relate to the topic of that specific class session, read them, and create an annotated bibliography for EACH. The total length of each of your annotated bibliographies is at least **700 words**; a template will be provided (located in the class sessions in our course site). Your annotated bibliographies are due by **11:45pm MT on Friday** of the weeks they are assigned.

Midterm Paper (150 Points)

The midterm paper is an academic paper (between 1000-1200 words) that allows you to address important issues related to early literacy instruction and pedagogies that we have covered in the first half of the courses. Specific directions for the midterm paper are found in class session #4 in our course site. All midterm papers should follow APA format (double space, Times and New Romans, 12 fonts, 1-inch margin). Midterm Papers are due on **Tuesday, July 30th by 11:45pm MT**.

Final Project

Your final project focuses on demonstrating how to incorporate children's literature in an early childhood teaching setting in order to promote language/literacy skills. Your final project consists of two parts: (1) a Teaching Portfolio and (2) a Presentation. Your entire final project is worth 290 points total.

Final Project Part I: Teaching Portfolio (202 Points total)

   Your portfolio will be divided by the following 3 sections:

- *Introduction (27 points)*
  You will include (1) a cover, (2) table of content, and (3) introduction page (e.g. description of target age range and the teaching context. This should be at least 350 words).
- *5 Lesson plans (35 points x 5 activity plans=175 points)*
  You will create **5 Lesson Plans**, and implement at least 3 of them with children in your intended age range (either your students if you are teaching or some children

you know [children of friends, neighbors, nieces & nephews, etc.] if not). Each Lesson Plan should use a children's book as a focus and/or launch and be aimed at developing language/literacy skills appropriate for your chosen target age (according to the state of Texas). You can find the TEKS (Texas Essential Knowledge & Skills) Learning outcomes by grade (K, 1, 2 or 3) for English Language Arts and Reading at: http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html

Final Project Part II: Power Point Presentation (88 points)

The final presentation is an opportunity to share your activity planning and teaching experience from your portfolio with your peers. At the end of the course, you will present **the 3 activities** you did with children. You will create at least 8 slides total: 1 slide for the introduction + 6 for activity plans (2 slides for each activity plan) + 1 for your conclusion. In the first page of your activity plan slide, you will include a cover page of the children's book used, the intended language/literacy learning outcome, and a description of the activity. In the second slide, you will include students' work samples and/or pictures of the activity and a brief reflection of the activity. In your conclusion, summarize what worked, what you would do differently and what was meaningful to you about this experience. You can add narration to your slides (optional for bonus points). You will use "visuals" (photographs, student's works, etc.) to tell your "story" about the activities and how they unfolded in practice.

Final Project Part I: Teaching Portfolio is DUE: **Sunday, August 11th by 11:45pm MT**
Final Project Part II: Power Point Presentation is DUE: **Wed, Aug 14th by 11:45pm MT**
Class Schedule: Please note that the schedule below is subject to change.

WEEK	DATES	TOPIC	READINGS	COURSEWORK
Week 1	July 1 thru July 7	Definition of literacy Phonemic awareness	• Introduction • Understandings of literacy (Article #1) • Supporting phonemic awareness (Article #2) • Chapter 1 (Genishi book)	**Self-introduction** -(due @ 11:45pm MT, Tues) **Weekly Discussion 1**-(due @ 11:45pm MT, Wed) **Reading Reflection #1** - (due @ 11:45pm MT, Thurs) **Children's Literature Annotated Bibliography 1**- (due @ 11:45pm MT, Fri) **All feedback to classmate postings**- (due @ 11:45pm, MT Sun)
Week 2	July 8 thru July 14	Vocabulary Acquisition	• Essentials of early literacy instruction (Article #3) • Supporting vocabulary Learning (Article #4) • Chapter 2 & chapter 3 (Genishi book)	**Weekly Discussion 2**-(due @ 11:45pm MT, Wed) **Reading Reflection #2** - (due @ 11:45pm MT , Thurs) **Children's Literature Annotated Bibliography 2**:- (due @ 11:45pm MT , Fri) **All feedback to classmate postings** - (due @ 11:45pm MT, Sun)

Week 3	July 15 thru July 21	Reading Comprehension and Fluency	• What every teacher needs to know (Article #5) • Fluency matters (Article #6) • Chapter 4 (Genishi book)	**Weekly Discussion 3** -(due @ 11:45pm MT, Wed) **Reading Reflection #3** - (due @ 11:45pm MT , Thurs) **Children's Literature Annotated Bibliography 3**:- (due @ 11:45pm MT , Fri) **All feedback to classmate postings** - (due @ 11:45pm MT, Sun)
Week 4	July 22 thru July 28	Midterm Writing Development	• Midterm Paper • Writing as a social act (Article #7) • Using interactive writing instruction (Article #8) • Chapter 5 (Genishi book)	**Midterm Paper** - (due @ 11:45pm, Tues) **Weekly Discussion 4** -(due @ 11:45pm MT, Sun) **Reading Reflection #4** - (due @ 11:45pm MT , Sun) **Children's Literature Annotated Bibliography 4**:- (due @ 11:45pm MT , Sun)
Week 5	July 29 thru August 4	Teaching diversity	• Interculturalism (Article #9) • Using multicultural children's literature (Article #10) • Chapter 6 & 7 (Genishi book)	**Weekly Discussion 5** -(due @ 11:45pm MT, Wed) **Reading Reflection #5** - (due @ 11:45pm MT , Thurs) **Children's Literature Annotated Bibliography 5**:- (due @ 11:45pm MT, Fri) **All feedback to classmate postings** - (due @ 11:45pm MT, Sun)
Week 6	August 5 thru August 11	Final Project Part I- Teaching Portfolio	Final Project Part I- Teaching Portfolio	**Final Project Part I: Portfolio** - (due @ 11:45pm MT, Sunday)
Week 7	August 12 thru August 18	Final Project Part II- Presentation	Final Project Part II- Presentation	**Final Project Part II: Presentation -**(due @ 11:45pm MT, Wed) **All feedback to classmate Final Presentations** - (due @ 11:45pm MT, Fri)