

**ECED 5351
Trends in Early Childhood Education
Syllabus (Summer 2017)**

University of Texas at El Paso
College of Education, Department of Teacher Education

Instructor	Dr. Song An	Email: saan@utep.edu
Class Format	100% Online	
Office Phone	915-747-7616	
Office Hours	Education Building 201 T & W 12:00 pm– 1:00 pm (Other time by appointment)	
Class Time	Online sessions throughout the semester	
This syllabus is subject to change as needed.		

Course Description

This course will explore multicultural issues of the development of fundamental early childhood education ideas. We will examine current trends in the research area of early childhood education, having students engage literature to understand theoretical underpinnings of the field, current research projects in effect, and future trends as early childhood education in learning evolves as a practice and as a research interest. During this course, we will have the opportunity to examine a variety of issues including the conceptualization of multicultural activities for children, the development and evaluation of multicultural curriculum. This is primarily a discussion-based course to encourage dialogue and an exchange of our perspectives. This sharing process will require us to find and review a variety of educational resources that you will use to demonstrate and strengthen your developing knowledge.

Required Textbook

- Cai, M. (2002). *Multicultural literature for children and young adults: Reflections on critical issues*. Westport, CT: Greenwood.
- Articles from academic journals— all three journals are accessible through the UTEP library website: <http://libraryweb.utep.edu/>

Recommended Resources

1. Carter G. Woodson Book Awards—For the most distinguished social science books depicting ethnicity in the United States (<http://www.socialstudies.org/awards/woodson/>)
2. 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/>)
3. Cooperative Children’s Book Center (CCBC)—“50 Multicultural Books Every Child Should Know” (<https://ccbc.education.wisc.edu/books/detailListBooks.asp?idBookLists=42>)

Course Objectives/Student Learning Outcomes

<i>Students enrolled in this section will have multiple academic goals to achieve:</i>	<i>Instructor will use following assessments to evaluate students' learning outcomes</i>
1. Understand theoretical perspectives for multicultural activities in early childhood class	a. Course graded assignments b. Individual Meeting/Oral exams
2. Demonstrate knowledge of multiculturalism and multicultural activities in early childhood class	a. Course graded Assignments b. Research presentation
3. Analyze childhood educational research in the recent decade and identify patterns	a. Course graded assignments
4. Reflect on implications of the educational research on early childhood education	a. Course graded assignments b. Research presentations
5. Synthesize recent research with interdisciplinary and international vision	a. Course graded assignments b. Individual Meeting/Oral exams

Participation and Professionalism

All teaching candidates are expected to demonstrate the ethical and professional values associated with Early Childhood Education. It is critical teaching candidates adopt and exhibit a professional demeanor at each point in their teacher preparation. Evidence of professional dedication will be expected through all work during classes and practicum, seminar, internship, and clinical experiences. Credit for participation and professionalism will be part of the evaluation.

Technical Assistance

If you have technical problems with the course, 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.

Assignment Format and Late Assignments

All assignments must be submitted electronically unless specified. It is highly recommended you save all your work electronically and possibly a hardcopy for your records before turning it in. The following format is **required** for every assignment submitted. Deviating from the format may result in reduced points, returned paper, or rejection of the assignment completely. All assignments should be double spaced and typed with 12-point font; page numbers should be included if more than one pages. **You must label your assignment as you save it containing your name and the assignment name.** Only assignments submitted complete and on time will be considered for full credit. Without evidence that you were unavailable (sick) for the entire range of days, the assignment will be given a zero. Any assignments turned more than one week late (or the range of dates for submission) will receive zero points.

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, 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 Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services 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 Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Class Policies

Class Participation

Students are expected to participate in all online activities as listed on the course calendar. You are expected to fully participate in the multiple assignments and discussions beyond your initial responses to any questions. Also, you are expected to fully comply with the due times and dates for tests, and other assignments. Failure to turn in two major assignments results in student being dropped.

Assignment Format and Late Assignments

All assignments must be submitted electronically unless specified. It is highly recommended you save all your work electronically and possibly a hardcopy for your records before turning it in. The following format is required for every assignment submitted. Deviating from the format may result in reduced points, returned paper, or rejection of the assignment completely. All assignments should be **single spaced** and typed with 12-point font; page numbers should be included if more than one pages. You must label your assignment as you save it containing your name and the assignment name. Only assignments submitted complete and on time will be considered for full credit. Without evidence that you were unavailable (sick) for the entire range of days, the assignment will be given a zero. Any assignments turned more than one week late (or the range of dates for submission) will receive zero points.

Course Structure and Assignments

Instructions for all assignments are arranged by week on Blackboard. Course assignments are designed to help you develop understanding of the field of early childhood education. All assignments must be submitted by the given deadline or special permission must be requested from instructor at least four days before the due date. Evaluation will be based on students demonstrating an understanding of course content through a variety of ways including discussions, activities, written assignments and so forth. Across the semester (week 1-6), each week you will (1) read the assigned textbook chapter(s) and take an online quiz based on the chapter contents (the textbook chapter highlights can be found in the Blackboard), (2) read the assigned articles and participate online discussions based on the reading reflections (all the articles can be found in the Blackboard), and (3) write papers and/or lesson plans in a variety of topics based on each week's themes.

Textbook Reading and Online Quiz (20% of Course Points—4 Pts × 5)

Due Every Thursday Midnight

Each week (from Week 1 to Week 5), you will read one or two chapters from our required textbook *Multicultural literature for children and young adults: Reflections on critical issues*. Specific page numbers of reading for each week can be found in the General Calendar on page XXX in this syllabus. The highlights of each chapter can be found in the Blackboard, and in each week you will participate an online quiz based on the assigned chapter. Each quiz will include multiple choice and true/false questions. Although the textbook is focusing on literature education for children, we will transfer the knowledge of multicultural pedagogy from this book to all the other school subjects such as mathematics, science, social studies and arts.

Online Discussions (28% of Course Points—4 Pts × 7)

Due Every Friday Midnight

Each week (from Week 1 to Week 7) you will participate a series online discussions about pedagogy for young students throughout the semester. Each student should post answers to each week's discussion questions (no less than 300 words), the answer should be concise, meaningful, well thought-out, and articulate. Post your first response by the due days and post your follow up responses in the following two days. Read all the postings of your peers, and interact with your peers in a positive manner. You will reply at least three of your classmates' posts in a meaningful way.

Module 1—Assignment 1, 2 & 3 (18% of Course Point—6 Pts × 3)

Due on July 9, July 16, and July 23 Midnight

In week (1-3), each week you will read the assigned articles (articles can be found in the Blackboard) and write a comprehensive reflection paper for a specific topic that you learned from each article. Each issue review report should be no less than 400 words. In your review report, not to just summarize or synthesize the article contents, the key task is for you to EVALUATE the pedagogy from the articles. A critique does not necessarily have to criticize the piece in a negative sense. Your reaction to the text may be largely positive, negative, or a combination of the two.

Module 2—Assignment 4 & 5 (18% of Course Point—9 Pts × 2)

Due on July 30 and August 6 Midnight

You will develop a mini-curriculum for a specific grade level from pre-school to second grade with a series of 2 weeks of lessons focus on multiple school subjects within the **MULTICULTURAL**

themes. Your lesson plan should be detail enough so that other teachers can replicate your lesson. In each week’s lessons, you need to have one day of activities each of following subjects: (1) **Language Arts and/or Literacy**, (2) **Mathematics** (e.g. number and operation, geometry and measurement, data analysis and probability), (3) **Science** (e.g. physics, chemistry, biology, and space and environmental science), (4) **Arts** (e.g. visual arts, music, and dancing), and (5) **Social Studies** (e.g. political science, history, economics, religious studies, geography, psychology, and anthropology). Specifically, in Assignment 4, you will develop your five lessons for week 1 in the curriculum. The description of lessons should be no less than 500 words; in Assignment 5, you will develop your five lessons for week 2 in the curriculum. The description of lessons should be no less than 500 words.

Module 3: Final Project (16% of Course Point—16 Pts)

Due on August 20 Midnight

As the course final project, this assignment requires you to identify the trend of early childhood educational research by exploring research articles from one of the top-tier research journals in the field of early childhood education (the journal list can be found in the Blackboard). Specifically, you will select 25-30 articles published in the past 4 years—**YOU DON’T NEED TO READ THE WHOLE ARTICLE**, instead, you need to read the **TITLE, KEYWORDS, AND ABSTRACT** of each of your selected articles. Explore the patterns across these studies from the perspective of coherence in research topic and methodology. You will write a report (free essay format, at least 1000 words) to demonstrate the trend of early childhood education that you identified.

GENERAL CALENDAR

Dates	Reading	Writing	Due Dates
Week 1 July 3-9	Textbook (pp. 1-25) Quiz #1	Weekly Discussion (1) Assignment 1	July 9 Midnight
Week 2 July 10-16	Textbook (pp 67-81) Quiz #2	Weekly Discussion (2) Assignment 2	July 16 Midnight
Week 3 July 17-23	Textbook (pp. 87-130) Quiz #3	Weekly Discussion (3) Assignment 3	July 23 Midnight
Week 4 July 24-30	Textbook (pp. 53-65) Quiz #4	Weekly Discussion (4) Assignment 4	July 30 Midnight
Week 5 July 31-Aug 6	Textbook (pp. 153-172) Quiz #5	Weekly Discussion (5) Assignment 5	August 6 Midnight
Week 6 Aug 7-13	Article Explorations	Weekly Discussion (6)	
Week 7 Aug 14-20	Article Explorations	Weekly Discussion (7) Final Project	August 20 Midnight