Trends in Early Childhood Education/Response to Children’s Literature
ECED 5351/RED 5354, Summer 2017 (07/03-08/20)
Three Credit Hours

COURSE INSTRUCTOR
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Online Office Hours via Skype: By appointments
Skype account: expire96
At other times, emailing to skim7@utep.edu is the best way to contact me.

COURSE 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 15-week semester. To succeed in this course, you are expected to invest at least 12 hours each week to study the course content and complete the assignments. Please read the syllabus carefully, understand what you need to do, and plan your week accordingly. I strongly recommend that you arrange at least three sessions in your weekly schedule to work on this course. Please do NOT wait until the last minute to rush on the assignments.

COURSE DESCRIPTION
This course is designed for graduate students interested in the many issues presently surrounding the place of multicultural children's literature in school curricula. During this course, students will have the opportunity to examine a variety of issues including the conceptualization of
multicultural literature for children, the creation and critique of multicultural writing, and the use of this literature in education. This course will provide a critical examination of who can write multicultural literature, how multicultural literature should be selected for use with children, and what function it should serve in a student’s overall education. Students will also discuss literature from parallel 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 population groups traditionally defined by class, religion, ability, gender, or sexuality. This is primarily a discussion-based course to encourage dialogue and an exchange of students’ views. This sharing process will require you to read and bring in a variety of books that you will use to demonstrate and strengthen your developing knowledge.

**COURSE OBJECTIVES**

This course will focus on current issues related to multicultural literature. On completion of this course, students should be able to:

- Understand theoretical perspectives, issues, controversies, and classroom implications for multicultural literature.
- Demonstrate knowledge of multiculturalism and multicultural literature.
- Critique and interpret various works of multicultural literature.
- Understand critical issues of race, gender, class, and sexuality in children’s literature.
- Use a multicultural curriculum that positively impacts children’s knowledge, beliefs, and engagement.
- Understand theories and research on how to use multicultural children’s literature in young children’s classrooms.

**TEXTS & RESOURCES**

**Required Texts**

- Articles (available on Blackboard)

**Suggested Texts**

## STUDENT LEARNING OUTCOMES & ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>• Understand theoretical perspectives, issues, controversies, and classroom implications for multicultural literature</td>
<td>• Reading Reflection&lt;br&gt;• Poster Presentation&lt;br&gt;• Quizzes&lt;br&gt;• MCL portfolio</td>
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<tr>
<td>• Understand theories and empirical research regarding multicultural literature</td>
<td>• Reading Reflection&lt;br&gt;• Weekly Discussion&lt;br&gt;• Quizzes&lt;br&gt;• MCL portfolio</td>
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<tr>
<td>• Use appropriate and varied instructional approaches for culturally and linguistically diverse learners</td>
<td>• Reading Reflection&lt;br&gt;• Weekly Discussion&lt;br&gt;• MCL activity&lt;br&gt;• Quizzes&lt;br&gt;• MCL portfolio</td>
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<td>• Demonstrate knowledge of multiculturalism and multicultural literature</td>
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<td>• Apply a multicultural curriculum that positively impact children’s knowledge, belief, and engagement</td>
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<tr>
<td>• Understand and create multicultural curricula in young children’s classrooms</td>
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### Useful 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/](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/](http://www.janeaddamspeace.org/jacba/))

- **Cooperative Children’s Book Center (CCBC)**

- **Children’s Literature Research Collections, Kerlan Collection, University of Minnesota** ([https://www.lib.umn.edu/clrc](https://www.lib.umn.edu/clrc))
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 phone: 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.

UTEP POLICY AND RESOURCES

UTEP Learning Resources

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

- UTEP Library – You can access 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.
- RefWorks – Bibliographic citation tool. Check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide at http://libguides.utep.edu/RefWorks (You can also check your citation at (http://owl.english.purdue.edu/owl/resource/560/01/).
- University Writing Center (UWC) – You can submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources at http://writingcenter.tamu.edu/.

Academic Honesty

Materials submitted to fulfill academic requirements must represent a student’s own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. For instance, cheating is not acceptable. Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording; it is also not acceptable. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. This also includes the use of electronic devices during classroom testing. Further information can be found at http://admin.utep.edu/Default.aspx?PageContentID=2084&tabid=30292.

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.
Student with Disabilities

If you have or believe you have a disability, you may wish to identify yourself. You can do this 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 DSSO yearly. Failure to do this will place students 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 or the director of Disabled Student Services. If you feel that you may have a disability requiring accommodations and/or modifications, contact DSSO at 915-747-5148.

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 about harassment can be discussed confidentially with the instructor.

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.

Written Work

All written work must be original and demonstrate appropriate communication skills. They must meet scholarly and formatting standards as provided in the Publication Manual of the American Psychological Association (APA), where specified for the assignment. All papers must be computer generated (Microsoft Office, size 12, Times New Roman, double space, 1 inch margins). All written assignments must be written in proper form, and reflect graduate level use of grammar, spelling, and organization of material. Points may be deducted for inappropriate form.

Missed Quizzes

There will be NO make-up quizzes, unless for a reason deemed valid by the instructor (you need to provide evidentiary documentation). If you think that you should miss a test, you should discuss this with the instructor in advance.

Late Work
Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times. Because this is a fast-paced online course, late assignments will NOT be accepted. It is important for students to stay on track and submit assignments on time. If you anticipate your assignment will be late due to unusual circumstances, please contact the instructor and explain your situation prior to the due date of the assignment. You may be asked to provide supportive documents, such as doctor’s notes. Without prior notice, late assignments will NOT receive any credit.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution. You are encouraged to take advantage of instructor’s online office hours for help with coursework or anything else connected with the course and your progress.

Online Discussion Etiquette

- Always consider audience. Remember that members of the class and the instructor will be reading all postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment, flaming, or inappropriate postings will be tolerated.
- Do not use inappropriate language, all capital letters, or language short cuts. Online entries should be written in Standard English with edited spelling, grammar, and punctuation.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a f2f situation.
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- No credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates' comments carefully and thoughtfully.
- Pay close attention to the posted deadlines.

Extra-credit

No extra-credit work will be given to an individual for make-up purposes.

EVALUATION & GRADING

Instructions for all assignments are arranged by week on Blackboard. Course assignments are designed to help you develop understanding of the field of multicultural education. All assignments must be submitted by the given deadline or special permission must be requested from instructor at least seven 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, etc.

**Participation (110 points total)**

During the semester, you are expected to be active and make effective comments. Please note that offensive and disrespectful comments during discussions will negatively affect your participation grade. Your constant participation for class will be measured by various ways including (1) self-introduction posting, (2) feedback to peers’ postings, and (3) reply to Weekly Discussion.

- **Self-Introduction (5 points) & Responses to 3 posts (3 points)**
  
  At the beginning of the course, you will post a Self-introduction on the Discussion Board to introduce yourself to your peers (should be at least 150 words). In order to receive full credit, you need to respond to at least three peers’ self-introductions (at least 30 words). You will respond to peers’ posts by 11 pm, Sunday (1 point each x 3 responses = 3 points).

- **Feedback to Peers’ postings**
  
  - **Weekly feedback to peer’s posts (60 points)**
    
    You will choose to reply to any three of your classmates’ posts. All weekly replies are due by 11 pm every Sunday. Please write at least 30 words for each required reply. Additional replies can be shorter. Late or missing discussion assignments will affect the student’s grade.
    
    - Response to peers’ Reading Reflection: Each week, students will provide feedback to 3 Reading Reflections: (2 points each x 3 responses x 5 times = 30 points)
    
    - Response to peers’ Multicultural Children’s Literature (MCL) activity: Each week, students will provide feedback to 3 MCL activities: (2 points each x 3 responses x 5 times = 30 points)

  - **One-time feedback to peer’s final Portfolio and Poster presentation (12 points)**
    
    One-time replies are due by 11 pm, Sunday on the last week of the course. Please write at least 30 words for each reply.
    
    - Feedback to peer’s MCL Portfolio: You will respond to at least 3 MCL Portfolios. (2 points x 3 responses = 6 points)
    
    - Feedback to peer’s MCL poster presentation: You will respond to at least 3 video presentations. (2 points x 3 responses = 6 points)

- **Post on Weekly Discussion Questions (2 pts x 3 questions x 5 times = 30 points)**

  There will be discussion questions about the chapter/articles for you to think about and share your thoughts. Organize your thoughts and post your discussion opinion. You should respond to ALL questions: the total length of your responses should be at least 150 words. Your responses to Weekly Discussion Questions are due by 11 pm every Tuesday. It is important to keep your answers/comments relevant to the topic of the discussion; when posting to a discussion board, you should read prior messages to get a sense of the flow and language of the discussion before posting your own message.
• **Reading Reflection (Journal Entry, 25 pts x 5 times= 125 points)**
  Reading reflection acts as the ‘bridge’ or ‘link’ between academic concepts and real world experiences. Each week, students will read the assigned chapters/articles about the topic for that week, and compose a reading reflection based on the week’s readings. The goal of this assignment is to organize your thoughts through writing. Entry should be at least 500 words total (you will include the word count).

• **Quizzes (20 points x 5=100 points)**
  There will be a quiz on the materials in the chapter/article assigned each week. Each quiz should be completed by 11:00 pm Thursday of each week. Each quiz will include multiple choice and true/false questions. There will be NO make-up quizzes.

• **Multicultural Children’s Literature (MCL) Activity (Blog Post, 200 points total)**
  The goal of this assignment is to review a variety of MCL books, and provide students with a chance to share “quality” children’s books with their peers. MCL activity consists of two parts: (1) an annotated bibliography, and (2) a video presentation on the selected books. Students should post **both** assignments by **11pm every Friday**.
  o **Annotated Bibliography (20 Points x 5 times=100 points)**
    You will explore a variety of MCL for young learners. Each week, you will select 2 MCL books that deal with the topic of each week, read them, and create an annotated bibliography. The total length of your annotated bibliography must be of at least 400 words. The template will be provided by the instructor.
  o **Video Presentation on the selected books (20 Points x 5 times= 100 points)**
    You will present your selected books to your peers. You will simply record your presentation, using any recording device available to you (e.g. smart phones, tablets, etc.), and post it with your annotated bibliography. During the presentation, you will introduce each book to your peers, focusing on summary, critique, and your review of the books. You will also discuss how you are going to use these books in your classrooms to help young children develop early understandings of diversity/equality. The total presentation time will be approximately 5-10 minutes.

**Midterm Exam (120 Points)**

• **Writing an academic paper**
  You are going to write a paper (between 1000-1200 words) that addresses some important issues related to multicultural education in early childhood classrooms and multicultural children’s literature. The specific questions will be provided by the instructor at the time of the exam. Your paper will follow APA format (double space, Times New Roman, size 12, 1-inch margins).

**Final Project**

Your final project consists of two assignments: (1) a Multicultural Children’s Literature (MCL) Teaching Portfolio and (2) a Poster Video Presentation on your MCL teaching experiences. To complete these assignments, you are expected to work with either the whole class or a small group of students from the class (You will contact the instructor if you are currently not teaching).
• **Final Project Part I: MCL Teaching Portfolio (230 Points total)**
  The goal of this project is to help you better understand how to incorporate multicultural children’s literature in a classroom setting. Your portfolio will be divided into the following 3 sections:
  
  o **Introduction (30 points)**
    You will include (1) a cover page, (2) table of content, and (3) description of your students and teaching context (at least 350 words).
  
  o **8 Lesson plans (160 points)**
    Your project should include a practical application of multicultural literature that could be used in a classroom setting. During the semester, you will create **8 Lesson Plans**, and practice them with your students (you need to include at least 1 multicultural book for each lesson plan). In your lesson plans, you should include a description of the activity/teaching procedure, and your experiences from the activity. The template of Lesson Plan will be provided by the instructor.
  
  o **Reflection (40 points)**
    At the end of the Portfolio, you will include a short reflective paper about your overall experience with MCL activities (500 words).

• **Final Project Part II: MCL Poster Video Presentation (65 points)**
  The main purpose of this assignment is for you to share your MCL teaching experience with your peers. At the end of the course, you will present **8 multicultural activities** you did with your students using a poster format. You will use “visuals” (photographs, student’s works, etc.) to tell you “story.” The detailed instruction will be provided by the instructor.

**SCORE DISTRIBUTION**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>110</td>
</tr>
<tr>
<td>Reading Reflection</td>
<td>125</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>MCL Annotated Bibliography</td>
<td>100</td>
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<tr>
<td>MCL Book Presentation</td>
<td>150</td>
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<tr>
<td>Mid-term Exam: Essay Paper</td>
<td>120</td>
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<tr>
<td>Final Project Part I: MCL Teaching Portfolio</td>
<td>230</td>
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<tr>
<td>Final Project Part II: MCL Portfolio Presentation</td>
<td>65</td>
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<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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**GRADING SYSTEM**

<table>
<thead>
<tr>
<th>Grading based on UTEP Policies</th>
<th>Points</th>
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<tbody>
<tr>
<td>A 4.0 (GPA)</td>
<td>900-1000</td>
</tr>
<tr>
<td>B 3.33-2.67</td>
<td>890-800</td>
</tr>
<tr>
<td>C 2.33-2.00</td>
<td>790-690</td>
</tr>
<tr>
<td>D Retake of course</td>
<td>680-below</td>
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# TOPICS AND ASSIGNMENTS BY WEEK

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
<th>Assign</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| **Session #1** *(7/3-9)* | • Introduction  
• Definitions and classification of multicultural literature (Cai, pp. 1-25)  
• Evaluating multicultural literature (Article #1) | • Self-introduction  
• Responses to Weekly Discussion  
• Reflection Journal Entry #1  
• Take Quiz #1  
• MCL Blog post 1: MCL Annotated bibliography #1 & MCL book review Video #1 (2 books dealing with racial/ethnic/cultural diversity) | 11 pm, Mon 11 pm, Tues 11 pm, Wed 11 pm, Thurs 11 pm, Fri |
| **Session #2** *(7/10-16)* | • African-American Literature (Article #2)  
• Multicultural education in early childhood (Article #3)  
• Stereotyping and politics of representation (Cai, pp. 67-81) | • Responses to Weekly Discussion  
• Reflection Journal Entry #2  
• Take Quiz #2  
• MCL Blog post 2: MCL Annotated bibliography #2 & Video #2 (2 books with African-American characters) | 11 pm, Tues 11 pm, Wed 11 pm, Thurs 11 pm, Fri 11 pm, Sun |
| **Session #3** *(7/17-23)* | • Responses to race-themed books (Article #4)  
• Cultural correctness (Cai, pp. 87-110)  
• Crossing cultural borders (Cai, 117-130) | • Responses to Weekly Discussion  
• Reflection Journal Entry #3  
• Take Quiz #3  
• MCL Blog post 3: MCL Annotated bibliography #3 & Video #3 (2 books with Asian-American characters) | 11 pm, Tues 11 pm, Wed 11 pm, Thurs 11 pm, Fri 11 pm, Sun |
| **Midterm** *(7/24-30)* | • Midterm project | • Midterm exam Post: Writing a Paper about MCL | 11 pm, Fri |
| **Session #4** *(7/31-8/6)* | • Bilingual children’s responses (Article #5)  
• Leaving out to pull in (Article #6)  
• Reader response (Cai, 53-65) | • Responses to Weekly Discussion  
• Reflection Journal Entry #4  
• Take Quiz #4  
• MCL Blog post 4: MCL Annotated bibliography #4 & Video #4 (2 books with Mexican-American characters) | 11 pm, Tues 11 pm, Wed 11 pm, Thurs 11 pm, Fri 11 pm, Sun |
| **Session #5** *(8/7-13)* | • From informing to empowering (Cai, pp. 133-149)  
• Teaching gender diversity (Article #7)  
• Teaching religious diversity (Article #8) | • Responses to weekly discussion  
• Reflection Journal Entry #5  
• Take Quiz #5  
• MCL Blog post 5: MCL Annotated bibliography #5 & Video #5 (2 books dealing with other diversities) | 11 pm, Tues 11 pm, Wed 11 pm, Thurs 11 pm, Fri 11 pm, Sun |
| **Final** *(8/14-20)* | • Final Project | • Final Project Post #1: Post MCL teaching portfolio  
• Final Project Post #2: Post MCL poster video presentation  
• Reply to peers’ postings | 11 pm, Thurs 11 pm, Fri 11 pm, Sun |