



**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title - Diverse Cultural/Multilingual Education**  
**Course Prefix and Number – CDEC 2315**  
**Department – Education/Early Childhood**

**Division –  
Technology and Business**

**Course Type: (check one)**

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

**Semester Credit Hours # : Lecture hours# : Lab/other hours #     3:3:0**

**Equated Pay hours for course – 3 hours**

**Course Catalog Description -** An overview of multicultural education to include relationship with the family and community to develop awareness and sensitivity to diversity related to individual needs of children. This is an intermediate level elective course used to satisfy requirements for the AAS degree in Early Childhood.

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 0

**Prerequisites/Corequisites -** Sophomore standing; approval of program director

**Approvals – the contents of this document have been reviewed and are found to be accurate.**

Prepared by Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 06/24/09
Department Head Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 06/24/09
Division Chair Stephanie Dees	Signature <i>S Dees</i>	Date 7/8/09
Vice President Dr. Ty Pate <i>Deem</i>	Signature <i>Jac</i>	Date 7-22-09



**I. Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non lecture instruction):

Through a variety of background readings, research, interviews, and class discussions students will explore

- a) Different models of multicultural/multilingual education: bilingual education, English as a Second Language, and Dual Language classrooms
- b) Personal and institutional bias (schools, laws, policies, the "hidden curriculum")
- c) Ways to create a tolerant school climate on campus and in the individual classroom
- c) Appropriate diverse, ethnic, and cultural environments in the classroom and school

Further, students will research, evaluate, and plan diverse, ethnic, and cultural activities.

National Association for the Education of Young Children (NAEYC) Standards Measured in this course:

- 1. Promoting child development and learning
- 2. Building family and community relationships
- 3. Teaching and learning
- 4. Becoming a professional

**II. Course Learning Outcomes**

<b>Course Learning Outcome</b>	<b>Method of Assessment</b>
<ul style="list-style-type: none"> <li>1. Students will describe their own culture and any beliefs or values that may lead to biased points of view.</li> <li>2. Students will distinguish between types of multicultural and multilingual classroom environments (ESL-English as a Second Language, bilingual, and dual language models)</li> <li>3. Students will discuss teacher attitudes and classroom practices that will promote a school climate tolerant of diverse cultures.</li> <li>4. Students will evaluate whether classroom environments and practices promote academic success for students of varied cultural backgrounds</li> <li>5. Students will research, plan, and evaluate appropriate and diverse ethnic and cultural activities.</li> </ul>	<ul style="list-style-type: none"> <li>1. Student autobiographical paper outlining one's culture, basic beliefs, and personal cultural practices (graded by a departmental rubric; grade of 70 or more indicates mastery).</li> <li>2.3. Class discussions and teacher made tests (minimum of midterm, final, and any other tests or quizzes deemed necessary). (Grade of 70 or higher indicates mastery)</li> <li>4. A written evaluation of the multicultural content experienced in a selected school setting (grade of 70 or higher indicates mastery)</li> <li>5. Term project of 12 appropriate multicultural lessons designed for one age group (birth-grade 6) including multicultural books, music, art, and learning center ideas. This project will be graded by a departmental rubric with a grade of 70 indicating mastery.</li> </ul>

**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.**

DeMelendez, W. R. & Beck, V. (2007). Teaching young children in multicultural classrooms: Issues, concepts, and strategies. Delmar Learning. (ISBN 13: 9781418039417)

Dragan, P. B. (2005). Teaching English Language Learners. NAEYC. (ISBN: 0325007004)

**IV. Suggested Course Maximum - 35**

**V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.**  
none

**VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course**

Following reading of the text, class lecture, and class discussions, assignments will be weighted in the following manner:

Attendance and class participation: 10%

Midterm, final, and other written tests: 60%

Autobiographical paper and term project of multicultural activities: 30%

Averages:

90-100 A-Exemplary work

80-89 B-Good work

70-79 C-Average work

60-69 D-Minimal work

59 and below F-Does not pass course standards

**VII. Curriculum Checklist**

- **Academic General Education Course** (from ACGM – but not in WCJC Core)

No additional documentation needed

- **Academic WCJC Core Course**

Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**

Attach the following:

- Program SCANS Matrix
- Course SCANS Competencies Checklist