

Vanguard University
Early Childhood Education

**CULTURAL DIVERSITY IN THE EARLY
EDUCATION CLASSROOM**

ECED 126

Student Syllabus

Vanguard University's Educational Targets & Goals

Intellectual Engagement

Students will . . .

- learn to think critically and evaluate evidence rationally.
- acquire and continue to use skills for learning.
- utilize research methods for the expansion of knowledge and problem solving.
- integrate learning with Christian faith and living, and develop the ability to communicate the fruits of learning and research clearly and effectively.

Spiritual Formation

Students will . . .

- understand Christian existence as a journey that integrates human experience with personal faith.
- gain an appreciation for the value of participation in communities of believers.
- develop and maintain a biblically based and theologically sound Christian lifestyle of personal and social responsibility.

Professional Excellence

Students will . . .

- understand current theories and practices in their respective academic disciplines in the context of the liberal arts and sciences.
- develop lifelong skills for communicating and performing professionally.
- achieve technological competence in acquiring and processing information.
- acquire interpersonal ability to work harmoniously with others, and internalize a strong sense of professional ethics.

Aesthetic Expression

Students will . . .

- understand various sources of aesthetic sensitivity and expression as inherent human endowments and part of God's creation.
- gain an awareness, understanding, appreciation, and expression of the fine arts.
- develop interpretive frameworks of aesthetic truths and values for personal wholeness and community enrichment.

Responsible Stewardship

Students will . . .

- adopt a lifestyle of personal health and well-being,
- appreciate the value of family and other meaningful relationships,
- exhibit the responsibilities of citizenship in society,
- gain a global outlook in caring for the environment, in promoting social justice and economic empowerment, and
- promote the church's mission through community service.

Sociocultural Responsiveness

Students will . . .

- demonstrate a capacity to challenge personal prejudices, appreciate cultural diversity, and learn from other cultures.
 - develop a commitment to pursue peace, justice, and reconciliation in a pluralistic society
 - celebrate the differences of race, ethnicity, gender, and age within the biblical vision of inclusiveness and the equal value of all people.
- other professionals to promote children's positive development and to support their families.

Early Childhood Education Student Learning Outcomes

Student Learning Outcomes – BA Degree, Early Childhood Education

Standard 1. Promoting Child Development and Learning

Students prepared in the Bachelor of Arts degree program will build a research-based understanding of child development in the context of a Biblical worldview of early education. They will apply their understanding and knowledge of the young learner's characteristics, abilities, and interacting influences on children's development. Students strategically promote environments for young children that reflect diverse teaching focused on maximized learning, healthy development, and loving relationships in a Christ-centered learning environment.

“And Jesus grew in wisdom and stature and in favor with God and man.” Luke 2:52

1a: Demonstrate a research-based knowledge and understanding of young children's abilities and characteristics in all domains of development from the perspective of a Biblical worldview.

1b: Understand the interacting influences on children's development and strategically apply research-based, Biblically-grounded knowledge of child development to create environments that maximize learning, caring, and healthy development to meet the needs of each child.

Standard 2. Building Family and Community Relationships

Students prepared in the Bachelor of Arts degree program understand and support the parents' God-given role as their children's primary educator. They develop reciprocal, respectful, and responsive relationships with parents and families, partnering together to meet the spiritual and educational needs of the children being served. They use God's Word and research-based knowledge of family dynamics and diversity to build relationships and to provide support, helping to meet the unique needs of each child and family. Students demonstrate an understanding and respect for the God-given role of the family and the cultural context that impact the child's development and learning at home and at school. They introduce families to the Church community and other community resources to provide support and spiritual guidance.

“These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.” Deuteronomy 6:6-7

2a: Understand and know how to support parents' God-given roles as the primary educators of their children and to partner with parents and families in meeting their children's spiritual and educational needs.

2b: Know, understand, and apply skills to access Church and community resources, and to serve as an advocate for the children and their families.

2c: Exhibit a research-based knowledge of family dynamics and diversity through implementing practices that are respectful and responsive, and integrating a Biblical vision of inclusiveness and God's love for all people.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Students prepared in the Bachelor of Arts degree program demonstrate understanding and application of systematic observation, documentation, and assessment as central to their practice and to positively influence the development of every child uniquely created by God. They use developmentally effective observation, documentation, and assessment to inform and adjust instructional strategies to promote positive student-based outcomes. Data gathered through ongoing observations, documentation, and assessments are effectively communicated to parents and other professionals to support the family and child.

*“And we pray this in order that you may live a life worthy of the Lord and may please him in every way: bearing fruit in every good work, growing in the knowledge of God.”
Colossians 1:10*

3a: Demonstrate the knowledge and skills necessary to implement a variety of observation, documentation, and assessment strategies to measure a child's progress in relation to stated goals and outcomes with understanding and appreciation for each child being uniquely created by God.

3b: Understand and use systematic assessment to adjust instructional strategies to promote positive student-based outcomes.

3c: Utilize observation, documentation, and assessment to partner with parents and other professionals to promote children's positive development and to support their families.

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Students prepared in the Bachelor of Arts degree program understand the unique characteristics and needs of young children and are able to create developmentally effective environments that engage children in challenging learning experiences and promote healthy development in all domains. They understand and apply their understanding to implement a developmentally effective, relationship-based approach with children and families to promote children's learning and development from a Biblical worldview, giving evidence of Christ's love for each child and family.

*“But it is the spirit in a man, the breath of the Almighty that gives him understanding.”
Job 32:8*

Developmentally effective approaches to teaching/learning in early childhood settings include:

- Supporting reading and linguistic skills
- Developing goals and planning developmentally effective strategies for promoting positive outcomes for each domain of development, initiating teachable moments
- Engaging children's interests through scaffolding that is outcome-directed
- Exposing children to culturally diverse materials and activities
- Fostering play experiences that engage children in social interaction
- Encouraging behavior that honors God and children, and gives appropriate guidance
- Using technology to support learning
- Individualizing instruction to accommodate diverse needs

4a: Demonstrate knowledge, skills, and dispositions in developing positive relationships and supportive interactions with young children and their families through a relationship-based approach that gives evidence of Christ's love.

4b: Understand, evaluate, and use the knowledge of theories, developmental stages, and teaching strategies through a Biblical worldview to implement developmentally effective, research-based approaches to positively impact children's learning and development.

4c: Know and implement developmentally effective adaptations for individual children with diverse needs to promote learning and healthy development.

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Students prepared in the Bachelor of Arts degree program utilize their knowledge and understanding to build and implement meaningful curriculum to promote positive outcomes related to all domains of development in each content area. Students integrate academic disciplines and content areas with inquiry tools and resources to create developmentally effective meaningful curriculum to promote positive development and growth in each domain.

Students utilize assessment to evaluate curricula to meet the needs of all children and to honor each child's God-given uniqueness.

"I give you sound learning, so do not forsake my teaching." Proverbs 4:2

The early childhood curriculum includes learning outcomes, activities, and assessment addressing all domains of development in the following academic disciplines and content areas:

- Bible
- Language and literacy
- Creative learning: art, music, creative movement, dramatic play and visual arts
- Mathematics
- Science and discovery
- Health and safety
- Social studies
- Technology

5a: Know and understand how to build and implement meaningful curricula for young children addressing all domains of development and academic disciplines to promote positive learning and development of the whole child.

5b: Integrate the academic disciplines and content areas with inquiry tools and resources to create a Christ-centered, developmentally effective, hands-on learning environment for all young children.

5c: Utilize assessment and feedback from stakeholders to evaluate and implement the most effective curricula that will meet the needs of all children, honoring each child's God-given uniqueness.

Standard 6. Becoming a Professional

Students prepared in the Bachelor of Arts degree program identify themselves as early childhood specialists and conduct themselves with professional integrity that seeks to make decisions that are in the best interest of children in accordance with Biblical principles. They demonstrate Christ-like behavior, honoring young children and the institution of the family. As life-long learners, they seek out professional growth and continuing educational opportunities. They use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring for the benefit of the children for the glory of God.

Throw yourself into your tasks so that everyone will see your progress. Keep a close watch on how you live and on your teaching. Stay true to what is right. 1 Timothy 4:15-16

6a: identify themselves as early education specialists and conduct themselves with integrity in accordance with Biblical principles and in the best interest of the children.

6b: Understand and demonstrate Christ-like behavior that honors young children and the institution of the family.

6c: Seek out life-long learning and professional growth opportunities.

6d: Use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring to benefit children and to glorify God.

Supporting Skills – BA Degree, Early Childhood Education

Vanguard University Core Student Learning Outcomes

1. Understand and develop a Biblical worldview informed by a Pentecostal perspective, integrating faith with learning.
2. Understand how to be an effective local, national, and global citizen, expanding knowledge of and respect for diverse cultures.
3. Develop effective, college-level, appropriate communication skills, focusing on writing in response to texts and on oral presentations.
4. Develop qualitative and quantitative critical thinking skills.
5. Establish a holistic view of health and living.
5. Develop foundational technology skills that allow one to locate information and to evaluate its integrity; understand the ethical uses of information.

Online Participation Policies & Procedures

Online Participation:

Due to the fact that this class is five weeks in duration, it is imperative that students participate each week through posting discussions. Each week students must respond to two questions with three full paragraphs including a minimum of four sentences each while integrating materials from the assigned readings, a Biblical worldview, and personal reflections. Students must then read a variety of student responses and respond to at least two other students per question for each week with a minimum of four complete sentences per response. See the discussion forum rubric also included in this syllabus. In addition to the discussion forum, there may be weekly quizzes, various assignments, required readings, projects, etc. Students must be responsible for adhering to the due dates of each assignment listed in this syllabus and on the course homepage. Students who are late in their assignments may receive a 10-point deduction for each hour they are late. Deadlines are 11:59 PM Pacific Time. It is important that students recognize that they must plan in advance to meet the scheduled deadline.

Grading Policy:

Student grades are determined using the formula in this syllabus. Late assignments will receive a 10- point deduction per hour for every hour that they are late; and late discussion posts will not receive any points. It is very important that students understand that all graded activities (assignments, discussion forums, etc.) must be submitted. If any graded activity is not submitted, the student's grade will be lowered by one grade level regardless of total points earned. For example, if a student has earned 845 points by the start of the 5th week of class, but does not submit an assignment due in the last week of class, the student will receive a "C" grade instead of a "B" grade which would have been the grade for 845 points.

Expectations for Online Students:

In this class, students are expected to use proper web course Netiquette (a word that is a combination of *Internet* and *etiquette*). This means that the students in this class will be courteous and use common sense while posting or emailing assignments or projects. If a student violates the netiquette code, he/she may be removed from the class!

The following rules apply to web etiquette for this class:

- The student is responsible for posting, attaching, and/or submitting his/her own work. Plagiarism will not be tolerated and will result in a failing grade.
- Avoid typing in all caps. In this class, typing in caps means that you're screaming or shouting.
- Avoid inserting pictures or colors to your postings or attachments unless the professor requires it. This increases the size of the file, and it is too difficult for some students to open large files.
- Treat the Discussion Forum as a serious communication tool. Post data that is relevant to the item up for discussion.
- Post directly to the Discussion Forum. Attachments are used for submitting assignments to the professor.

- The student is responsible for reading the Student Syllabus, all assigned readings, all emails, Discussion Forum postings, and announcements.
- The student is responsible for completing all assignments by the due dates.
- The student is responsible for completing all assignments regardless of computer problems. Consistent communication with the instructor is important
- Questions, comments, or concerns about this class should be directed to the professor via email.

Expectations for Assignments:

- All assignments must have a title page that includes the student's name, name of project, school name, course title, date, and the professor's name.
- All essays and research papers will be typed using Times New Roman 12-point font and double-spaced.
- All assignments will be submitted no later than the due date according to the course calendar. Online students must email their assignments on time regardless of computer problems.
- Late assignments will receive a 10- point deduction for each hour that they are late.
- Professors may extend due dates in some instances. The student must contact the professor to request an alternate due date. This will be granted on a case by case basis and only with valid proof of extreme circumstances affecting the student.
- Student work must be original. When using ideas or material from another author, interviewee, or co-worker please cite references giving proper credit to the person for his or her original idea.
- Students are encouraged to integrate and synthesize ideas from the text readings, Bible, and supplemental materials when appropriate for full points.
- All papers will be written in APA format with appropriate internal citations and a list of references at the end. (Please refer to the course homepage for examples).
- All assignments must also be submitted to Turn-It-In (See Turn-It-In section)

COURSE DESCRIPTION

This course will examine current issues facing the early education professional in understanding diversity as it impacts the classroom. In many early childhood classrooms there has been an increase in the number of children with racial, ethnic, linguistic, and cultural diversity, as well as the numbers of children with disabilities or developmental delays. This diversity brings many challenges, as well as many opportunities to educators. Factors of working with and supporting diverse populations of young children and their families will be discussed including relevant teaching methods and materials.

LEARNING OUTCOMES

Students will:

1. Identify family and community characteristics.
2. Analyze information about a family's culture, ethnicity, race, religion, and/or language, and child-rearing practices to support young children.
3. Recognize the value of knowing a child's abilities and learning style to mediate instruction
4. Demonstrate respectful, responsive acceptance for diverse children and families regarding matters of child rearing and communication.
5. Identify the chasm created by differences in expectations, styles, assumptions, values, body language, and privilege among families of diverse backgrounds.
6. Explain ways to assess and improve cross-cultural competence.
7. Recognize that culturally mediated instruction in early childhood means that the professional incorporates, and integrate diverse ways of knowing, understanding, and representing information.
8. Demonstrate a commitment to professionalism as an advocate for individual children and their families.
9. Identify the resources and knowledge that students' families and communities possess in order to enhance communication, student achievement, and family involvement.
10. Describe the development of cultural and racial awareness in young children.

TEXTS AND MATERIALS

Required Text:

Gonzalez-Mena, J. (2008). *Diversity in Early Care and Education: Honoring Differences* (5th Edition). Boston: McGraw Hill.

Recommended Texts:

Children's Defense Fund. (2005). *The state of America's children yearbook, 2004*. Washington, D.C.: The Children's defense Fund

Trawick-Smith, J. (2003-04). *Early childhood development: Multicultural perspectives* (3rd ed.). Columbus, OH: Merrill.

Winton, P., Sloop, S., & Rodriguez, P. (1999). Parent education: A term whose time is past. *Topics in Early Childhood Special Education*, 19(3), 157-161.

Resources

Anti-Defamation League (ADL) material on prejudice and tolerance now online,
www.adl.org

Children, Youth and Family Consortium, The University of Minnesota, Celebrating Diversity in Families is located at <http://www.cyfc.umn.edu/diversity/>

Multi-cultural Pavilion is located at
<http://www.edchange.org/multicultural/quizzes.html>

National Network for Child Care Diversity Page is located at
<http://www.nncc.org/Diversity/divers.page.html>

Southern Poverty Law Center, Teaching Tolerance Project is located at
<http://www.splcenter.org>

Recommended Websites for Bible resources:

- Bible Gateway – a searchable online Bible resource
<http://www.biblegateway.com>
- Crosswalk.com – a resource of devotional materials and another searchable online Bible <http://www.crosswalk.com>
- Blue Letter Bible – a searchable Bible by key word or verse in several translations <http://www.blueletterbible.org>

STUDENT EVALUATION

Students in this course will be evaluated by the University's 4.0 grading system. You should refer to the Student Handbook for further details on the grading system.

The following criteria will be used in determining online students' grades:

Assignment/Grading	Points	Date Due
Introduction & Article	50 points	Week 1
Respond to Reading – <i>Introduction: Diversity in Early Childhood Education</i>	100 points	Week 1
Learning Analysis Journal	250 points	Weeks 1-5
Instances of Personal & Institutional Discrimination	100 points	Week 3
Diversity: Exploring the Unique Differences	200 points	Week 5
Weekly Discussion Postings	300 points	Weeks 1-5
TOTAL POINTS:	100% = 1000 points	

VANGUARD UNIVERSITY'S GRADING SYSTEM

Percentages	Points	Grade	Significance	GPA
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+		3.33
83-86.9%	830-869	B	Above Average	3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+		2.33
73-76.9%	730-769	C	Average	2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+		1.33
63-66.9%	630-669	D	Below Average	1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00

STUDENT ASSIGNMENTS

WEEK ONE

- Read the “*How To*” tutorial located on the home page. Familiarize yourself with the online course
- Complete How to Submit An Assignment
- Read the Student Syllabus for *Week One*
- Week One: Course Overview
- Chapter One: Overview
- Read Chapter One Overview: Diversity in Early Care and Education – Perceiving and Responding to Differences
- Read Websites Articles: Week One Additional Readings
- Assignment #1- Personal Introduction, and Article, *Is Diversity Threatening Christianity*
- Assignment #2 – Introduction to the Course - *Diversity in Early Childhood Education*
- Week One Discussion: Question 1
- Week One Discussion: Question 2
- Week One: Learning Analysis Journal (Assignment #3, Due Weeks 1-5)

WEEK TWO

- Read the Student Syllabus for *Week Two*
- Read Text Chapters Two and Three
- Read Course Overview for Week Two
- Read Chapter Overview: Two
- Read Chapter Overview: Three
- Read Websites Articles: Week Two Additional Readings
- Week Two: Learning Analysis Journal
- Week Two Discussion: Question 1
- Week Two Discussion: Question 2
- Work on Papers (Assignments # 4 and 5) Due Week Three and Week Five
- Wrap Up Response for Week One

WEEK THREE

- Read the Student Syllabus for *Week Three*
- Read Text Chapters Four and Five
- Read Course Overview: Week Three
- Read Chapter Overview: Four
- Read Chapter Overview: Five
- Read Websites Articles: Week Three Additional Readings
- Week Three: Learning Analysis Journal
- Week Three Discussion: Question 1
- Week Three Discussion: Question 2
- Assignment #4 – Instances of Personal and Institutional Discrimination
- Wrap Up Response for Week Two

WEEK FOUR

- Read the Student Syllabus for *Week Four*
- Read Text: Chapter 6
- Read Course Overview: Week Four
- Read Chapter Overview: Six
- Read Websites Articles: Week Four Additional Readings
- Week Four: Learning Analysis Journal
- Week Four Discussion: Question 1
- Week Four Discussion: Question 2
- Continue Working on Paper (Assignment #5) Due Last Week
- Wrap Up Response for Week Three

WEEK FIVE

- Read the Student Syllabus for *Week Five*
- Read Text: Chapter 7
- Read Course Overview: Week Five
- Read Chapter Overview: Seven
- Read Websites Articles: Week Five Additional Readings
- Week Five: Learning Analysis Journal
- Week Five Discussion: Question 1
- Week Five Discussion: Question 2
- Assignment #5 – Diversity: Exploring the Unique Differences
- Wrap Up Response for Week Four and Five
- Course Evaluation

Description of Assignments

Assignment #1 – Due Week One, Wednesday – 11:55 P.M., PST
Personal Introduction: (1b)

Part A. Answer the questions below

Part B. Comment on the Article, *Is Diversity Threatening Christianity?*

(50 Points)

Note: There are two parts to this assignment. Submit both parts together, at the same time, in the same document. It is recommended to read through all the instructions prior to beginning the tasks.

Purpose: The purpose of this assignment is for you to introduce yourself to others in the class.

It will be interesting to consider similarities and differences among participants. Note: There are two parts. Submit both at the same time.

Part A

Answer the following questions. Number your responses:

- State something you already know and have experienced about the content in this course.
- State something you want to learn relevant the course content/topic.
- State something that could happen in this class that would make it possible to learn what you need to learn regarding the course content/topic.

Example:

1. I already know something about.....
I have experience with
2. I want to learn.....
3. What could happen in this class that would make it possible to learn what I need is.....

Part B: Read *Is Diversity Threatening Christianity?* This is an article posted under additional reading. In your response include a minimum of one Biblical reference.

After reading the article, answer this question: **What connections do you make between the content in this article and Biblical principles?**

Note: There is no rubric to attach for this assignment.

Assignment #2 - Due End of Week One, Sun. Night, 11:55 p.m. PST

Respond to Reading (1b)

Introduction: Diversity in Early Childhood Education

100 Points

Purpose: The purpose of reading the *Introduction: Diversity in Early Childhood Education* is to help establish a foundation for readings and assignments in this course.

Procedure: Read the power point, *Introduction: Diversity in Early Childhood Education* posted under Week One on course home page. Then submit a written response. Follow the three steps below. Number each portion of your response, and include the headings as noted in bold. Include Biblical references throughout your comments. Include references and follow APA format.

Suggestion: Review the rubric prior to developing the assignment.

1. **What:** Describe in the following manner. Choose the five most important concepts or ideas in the document and put the ideas in order of importance, with number one being of highest importance. Just list your selection of five *without* any explanation about the content or your impressions. The professor realizes that this is your opinion.
2. **So-What:** Discuss why you believe your selections are important to society and/or the world of early education.
3. **Now-What:** Discuss what you personally expect to do with the information.

Note: Attach the corresponding rubric (located in Word on course homepage) to your completed document. Submit your document (with the rubric attached) to the assignment section of course homepage and to Turn-It-In.

Explanation about how to write reflections using *What, So-What, and Now-What*

- **What** – a description, and *not* an evaluation
- **So-What** – the value of this information, **or** the lack of value of this information
- **Now-What** – what *you, personally* will do with the information, how you can or will apply the information, and will you seek further information on this issue (why or why not), etc.

Assignment #3 – Due Weekly, Sunday, 11:55 P.M., PST

Learning Analysis Journal (6a) **(50 pts. x wks. 1-5 = 250 Points)**

Purpose: Students will keep a journal throughout the course. Students will reflect on what they learn and how they feel in a written document called the Learning Analysis Journal. One's entries in the journal must be typed and display university-level writing skills to be acceptable. Poorly written journals will be rejected. These journals are not only personal reflections, but also should reflect **careful scholarly reflection** on the important ideas and controversies discussed in this course. It is expected that the journal will total 2-3 pages.

Procedure: Your weekly journal should include a reflection on **all** of the readings for that week. **All journals will be kept entirely confidential.** The journal *will not be shown nor the contents revealed to anyone else without your permission.* Also, it is expected that each week there will a minimum of three *Biblical references.*

Step One – Read all the assigned readings for the week.

Step Two – List at the beginning of the document, all of the readings you completed

for that week.*

Step Three – Number and respond to the following. Cite references using APA:

1. **What** - a brief description of the reading, not an opinion – Note: You may combine comments. For example you might state that both Carter (2001), in his writing XXXXXX, and Smith (2006), in her writing XXX, indicate that XXXXXXXXXXXX etc. Johnson (2004) in her article XXXXX was the only author who addressed XXXXXXXXXXXX.
1. **So-what** – an explanation of why this information is or is not valuable
2. **Now-what** – what *have or will* you personally do with the information read

Suggestion: Review the rubric prior to developing the assignment.

Example:

Page 1- Cover Sheet per syllabus guidelines

Page 2 – Step Two - List at the top of the page, the titles of all documents you read and

will “analyze”*

Page 2 +- Begin Step Three – Follow the steps listed above. Review the meaning of

Last Page – References in APA format

Note: Attach the corresponding rubric (located in Word on course homepage) to your completed document. Submit your document (with the rubric attached), to the assignment section of course homepage and to Turn-It-In.

Assignment # 4 - Due End of Week Three, Sun. 11:55 P.M., PST

Instances of Personal and Institutional Discrimination (2c)

(100 Points)

Purpose: To be an effective advocate for social justice, it is important to reflect on issues about power and privilege. (In preparation for this assignment, review articles on course homepage relevant to *White Privilege* and those article relevant *Socio-Economics*.)

Procedure: Write responses to **each** of the following. Include numbers and indicate the headings (**in bold**). To support your responses, include references to information from articles and information from the text. Use APA format.

Suggestion: Review the corresponding rubric prior to and throughout the development of the assignment.

1. **Incident as Perpetrator or Recipient of Discrimination or Prejudice:** Write about an incident in which you were the perpetrator or recipient of discrimination or prejudice.
2. **Practice of Institutional Discrimination:** Identify the practice of institutional discrimination in an area of early childhood. This may occur in an area such as an agency board composition, staff recruitment and promotion, professional relationships with children/families and the community, or interpersonal relationships in the agency including professional, clerical and maintenance support.
3. **Population With Which It May Be Difficult to Work:** Describe any population with which it may be difficult for you to work. Analyze the reason. State whether this is something that you feel that you should overcome, and whether you should do something to make it easier for you to work with this population. Explain why you should or should not try to make a change.

Note: Attach the corresponding rubric to your completed document. Submit your document (with the rubric attached), to the assignment section of course homepage and to Turn-It-In.

Assignment #5 - Due Week 5 – Sun., 11:55 PM, PST

***Diversity: Exploring the Unique Differences* (2c, 3a)**

(200 Points)

Purpose: It is important for you to reflect on your experiences at the conclusion of this course. Teaching is a calling and it is vital that you clarify what you have gained through this course and the implications for your work as an early childhood professional. In this project, you should find a way to experience cultures which are different from your own.

Procedure: Attend lectures, see documentaries, visit churches, attend social events, and/or participate in volunteer activities. There may be ethnic activities in your area. Take advantage of them. Find a place where you will be the minority person (i.e. English only speaker, Catholic, a White person, a person of color (the term used in literature for all people of non-White background, tallest/shortest person, etc.). You are encouraged to move out of your comfort zone.

Suggestion: Review the rubric prior to developing the assignment.

Answer these questions about the experience. Include Biblical references. Include the number for each written response:

1. Title of the event:
2. Location of the event (provide exact address – city and state):
3. Indicate (use the letter and words) how diverse was this event for you, and the reason for your selection.
 - a. Minimally diverse
 - b. Somewhat diverse
 - c. Very diverse
4. Approximately how far was the event from your home?
5. Date?
6. Length of time you attended:
7. Who attended with you?
8. What was the general nature of what you did?
9. What did you observe?
10. Who did you talk to?
11. For approximately how long?
12. What did you learn?
13. What kind of biases, do or do not exist for you regarding this experience and the people in this setting?
14. Was anything a surprise to you? Why or why not?
15. What are the overall implications for you as a Christian in an early education setting?

To support your responses, include references to articles and information from the text. Use APA format to reference.

The following is the “expected length” in order to be considered for the following grade:

*C grade: 1 full page minimum, 1 article references, double spaced, Times New Roman 12 or 14 point font.

*B grade: 2 full pages minimum, 2 article references, double spaced, Times New Roman 12 or 14 point font.

*A grade: 3 full pages minimum, 3 article references, double spaced, Times New Roman 12 or 14 point font.

The total document should number 3- 4 pages.

***Please note: that the above suggested number of pages “does not” guarantee that grade!!! Content is vitally important, and will be considered for the final grade. The additional consideration for the grade you earn on a paper includes the format of the paper, and the minimum page number.**

Please include a Title Page with all of the following information:

Student’s name
Name of project
School name (if employed – if *not* employed in a school state N/A “not applicable)
Course title
Date submitted
Date due,
Professor’s name

Suggestion: Review the corresponding rubric prior to and during the development of each assignment.

Note: Attach the corresponding rubric (located on Word, on course homepage) to your completed document. Submit your document (with the rubric attached), to the assignment section of course homepage and to Turn-It-In.

Note: You are encouraged to push yourself beyond the comfort level. For example: A cultural event of a great difference for me (a Christian, and heterosexual) would be to discuss the following: My attendance at a Friday evening Jewish Shabbat where Gays and Lesbians held service in a New York Lutheran Church.

Explanation about how to write reflections using *What, So-What, and Now-What*

- **What** – a description, and *not* an evaluation
- **So-What** – the value of this information, **or** the lack of value of this information
- **Now-What** – what *you, personally* will do with the information, how you can or will apply the information, and will you seek further information on this issue (why or why not), etc.

Rubrics

A rubric is a scoring guide composed of criteria used to evaluate performance, a product, or a project. A rubric allows for standardized evaluation according to specified criteria, making grading and ranking simpler and more transparent in a reliable, fair, and valid manner at several levels. Review below the rubrics which correspond to discussions and the assignments. The assignment rubrics are posted in Word on the course homepage, in order to copy and paste to the end of the corresponding assignment, prior to submission.

Discussion Forum Grading Rubric

Initial Response

	Superior	Good	Does Not Meet Expectations	Total Points
Formation According to Guidelines	Exceeds requirement of three full paragraphs including a minimum of four sentences each.	Meets minimum requirement of three full paragraphs including a minimum of four sentences each.	Does not meet minimum requirement of three full paragraphs including a minimum of four sentences each.	0-3 Points
Integration of Material	Exceeds requirement for integrating material from the assigned readings.	Meets minimum requirement for integrating material from the assigned readings.	Does not meet minimum requirement for integrating material from the assigned readings.	0-3 Points
Integration of Biblical Worldview	Exceeds requirement for integration of Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0-3 Points
Personalized Application and Reflection	Exceeds requirement for personal application and reflections.	Meets minimum requirement for personal application and reflections.	Does not meet requirement for personal application and reflections.	0-3 Points
				Total Points:

The points apply per discussion question. It includes points for initial postings only. A maximum 12 points can be earned.

Student to Student Response

	Superior	Good	Does Not Meet Expectations	Total Points
Formation According to Guidelines	Exceeds requirement of one full paragraph including a minimum of four sentences to more than two students. Provides posts over a 2-3 day time span.	Meets minimum requirement of one full paragraph including a minimum of four sentences to two students. Provides posts over a 1-2 day time span.	Does not meet minimum requirement of one full paragraph including a minimum of four sentences to two students. Provides posts over a 1 day time span.	0-2 Points
Insightful Reflection on Posts of Others	Exceeds requirement for providing insightful reflections on posts of others.	Meets minimum requirement for providing insightful reflections on posts of others.	Does not meet minimum requirement for providing insightful reflections on posts of others.	0-2 Points
Builds on Ideas of Others and Integrates Biblical Worldview With Scripture	Exceeds requirement for building on ideas of others and integrating a Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0-2 Points
				Total Points:

The points apply for student to student responses. A maximum 6 points can be earned per response.

Wrap Up Response

	Superior	Good	Does Not Meet Expectations	Total Points
Formation According to Guidelines	Exceeds requirement of three full paragraphs including a minimum of four sentences each.	Meets minimum requirement of three full paragraphs including a minimum of four sentences each.	Does not meet minimum requirement of three full paragraphs including a minimum of four sentences each.	0-4 Points
Integration of Personal Reflection with Instructor's Thoughts	Exceeds requirement for integrating personal reflections with the instructor's final thoughts.	Meets minimum requirement for integrating personal reflections with the instructor's final thoughts.	Does not meet minimum requirement for integrating personal reflections with the instructor's final thoughts.	0-4 Points
Integration of Biblical Worldview	Exceeds requirement for integration of Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0-4 Points
				Total Points:

The points apply for weekly wrap ups. A maximum 12 points can be earned.

1.11 Name _____

Rubric: Response to Reading
Introduction: Diversity in Early Childhood Education
(100 Points)

The Paper Includes:	<i>Criteria Met</i>	<i>Criteria Met for the Most Part (Mostly Correct)</i>	<i>Criteria Met Somewhat (Major Portions Missing/Incomplete)</i>	<i>Criteria Not Met</i>
	~Superior	~Sufficient	~Minimal	~Unacceptable
Format as Outlined in Syllabus: Cover, the What, So-What and Now-What Headings, Rubric attached, etc.	20	10	5	0
Includes Reference to 3 Assigned Readings	10	5	2	0
APA for References	20	10	5	0
Includes a Biblical Reference	20	-	-	0
Proper Structure, Grammar, Punctuation, Spelling	10	5	2	0
Insightful comments (questions, concerns, Ahaas, etc.) reflect an understanding and evaluation of issues relevant diversity	20	10	5	0

Submit by the last week of the course, Sunday, 11:55pm (Pacific Time).

Remember there will be a 10-point deduction for each hour it is late.

All the above information is in the syllabus.

Late ___ No ___ Yes ___ Hours

Total Earned Points _____

1.11 Name _____ -

Rubric: Learning Analysis Journal (50 Points) - No required length –
must capture essence -

<i>The Paper Includes:</i>	Criteria Met <i><u>Superior</u></i>	Criteria Met for the Most Part (Mostly Correct) <i><u>Sufficient</u></i>	Criteria Met Somewhat (Major Portions Missing/Incorrect) <i><u>Minimal</u></i>	Criteria Not Met <i><u>Unacceptable</u></i>
Depth of Reflection Leading to Practice Includes What, So-What and Now-What)	Responses demonstrate an in-depth reflection on, and personalization of, the material. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples provided, as applicable. 20 ____	Responses demonstrate a general reflection on, and personalization of, the material. Viewpoints and interpretations supported. Appropriate examples provided, as applicable. 10 ____	Responses demonstrate a minimal reflection on, and personalization of the material. Viewpoints and interpretations unsupported or supported with flawed arguments. Examples, when applicable, not provided or are irrelevant to the assignment. 5 ____	Responses demonstrate lack of reflection on, or personalization of, the material. Viewpoints and interpretations missing, inappropriate detail, and/or unsupported. Examples, when applicable, are not provided. 0 ____
Required Components (Title, Numbers, Headings, APA in References & Attached Rubric, etc.)	Responses and format include all components and meet or exceed all requirements indicated in the instructions. Each question or part of the assignment addressed clearly, exactly, and thoroughly. 20 ____	Responses and format include all components and meet all requirements indicated in the instructions. Each question or part of the assignment is addressed, but unorganized. 10 ____	Responses and format missing some components and/or do not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment not addressed. Some required portions missing and/or unsuitable for the purpose of the assignment. 5 ____	Responses and format exclude essential components and/or do not address the requirements indicated in the instructions. Many parts of the assignment addressed minimally, inadequately, and/or not at all. 0 ____
Bible Reference	Included min. of three 10 ____	Included a min. of two 5 ____	Included a min. of one 2 ____	Not included 0 ____

All the above information is in the syllabus. Remember there will be a **10-point deduction for each hour it is late.**

Late ___ No ___ Yes ___ Hours

Total Earned Points _____

1.11 **Name** _____

**Rubric: Instances of Personal and Institutional Discrimination
(100 Points)**

The Paper Includes:	<i>Criteria Met</i>	<i>Criteria Met for the Most Part (Mostly Correct)</i>	<i>Criteria Met Somewhat (Major Portions Missing/Incomplete)</i>	<i>Criteria Not Met</i>
	~Superior	~Sufficient	~Minimal	~Unacceptable
Format as Outlined in Syllabus (Rubric attached, etc.)	20	10	5	0
Includes Reference to 3 Assigned Readings	20	10	5	0
APA for References	20	10	5	0
Includes a Biblical Reference	10	-	-	0
Proper Structure, Grammar, Punctuation, Spelling	10	5	2	0
Insightful comments about the experience reflect an understanding and evaluation of the issues, as relevant diversity	20	10	5	0

Submit by the last week of the course, Sunday, 11:55pm (Pacific Time). Remember there will be a 10-point deduction for each hour it is late.

All the above information is in the syllabus.

Late ___No___Yes___Hours

Total Earned Points_____

1.11 Name_____

Rubric: Diversity Exploring Unique Differences (200 Points)

The Paper Includes:	<i>Criteria Met</i>	<i>Criteria Met for the Most Part (Mostly Correct)</i>	<i>Criteria Met Somewhat (Major Portions Missing/Incomplete)</i>	<i>Criteria Not Met</i>
	~Superior	~Sufficient	~Minimal	~Unacceptable
Format as Outlined in Syllabus	40	30	20	0
Includes Reference to 3 Assigned Readings	20	10	5	0
APA for References	20	10	55	0
Includes a Biblical Reference	30	-	-	0
Proper Grammar, Punctuation, Spelling	20	10	55	0
Insightful comments about the experience reflect an understanding and evaluation of issues relevant diversity	40	30	20	0
The cultural event represents a very different culture than that of the student	30	20	10	0

Submit by the last week of the course, Sunday, 11:55pm (Pacific Time).

Remember there will be a 10-point deduction for each hour it is late.

All the above information is in the syllabus.

Late ___No___Yes___Hours

Total Earned Points_____

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Diversity

Glossary

Bigotry: More intensive forms of prejudice and carries the negative side of prejudgment.

Cultural Blindness: Differences are ignored and one proceeds as though differences did not exist; e.g., "there's no need to worry about a person's culture -- if you're a sensitive teacher, you do okay."

Cultural Imposition: Belief that everyone should conform to the majority; e.g., "we know what's best for you, if you don't like it you can go elsewhere."

Discrimination: Actions taken, both pro-active and by default, that limit access, opportunity and equal rights to groups of people based on their perceived shared characteristics (i.e., gender, race or ethnicity, religion, age, disability, sexual orientation, etc.). Differential treatment of an individual due to minority status; actual and perceived; e.g., "we just aren't equipped to serve people like that."

Discrimination: The act or practice of according differential treatment to persons on the basis of group categories such as race, religion, sex, class.

Ethnocentrism: Inability to accept another's culture's worldview; "my way is the best"

Prejudice: Prejudgment on insufficient grounds; can be positive or negative.

Racial/Ethnic Groups: The four racial/ethnic groups protected by Federal equal employment opportunity laws are Blacks, Hispanics, Asians or Pacific Islanders, and American Indians or Alaskan Natives. Racial/ethnic groups are defined by the Federal Government as follows:

White (not of Hispanic origin): Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black (not of Hispanic origin): Persons having origins in any of the Black racial groups of Africa.

Hispanic: Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Asian or Pacific Islander: Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native: Persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.

Racism: A set of attitudes, behaviors, and social structures that differentiates on the basis of race. It involves four essential elements:

Power: the capacity to make and enforce decisions is disproportionately or unfairly distributed

Resources: unequal access to such resources as money, education, information, etc.

Standards: standards for appropriate behavior are ethnocentric, reflecting and privileging the norms and values of the dominant race/society

Problem: involves defining "reality" by naming "the problem" incorrectly, and thus misplacing it

Scapegoating: Assigning blame or failure to persons or groups in place of other persons or groups to whom blame or failure actually belongs.

Stereotyping: Attributing characteristics to a group simplistically and uncritically.

Stereotyping: Generalizing about a person while ignoring presence of individual difference; e.g., "she's like that because she's Asian -- all Asians are nonverbal."

Systemic Discrimination: A pattern of discrimination throughout a place of employment (or program) that is a result of pervasive, interrelated actions, policies or procedures.

Workforce Diversity: Refers to ways in which people in a workforce are similar and different from one another. In addition to the characteristics protected by law, other similarities and differences commonly cited include background, education, language skills, personality, sexual orientation, and work role.

