Northampton Community College
Course Title: EARL 221 Cultural and Linguistic Diversity in Early Childhood
Syllabus – Online Sections

Semester: --------    Office: --------
Instructor: --------    Phone: --------
Course: EARL 221    Email: --------
Section: --------     Virtual Office Hours: --------

Catalog Description:

Students learn and apply evidence-based practices to support children (birth through five) who are culturally and linguistically diverse. They learn multiple perspectives and responsive practices, including global contexts, to support the development and full participation of each child. Students apply evidence-based practices, including Universal Design for Learning (UDL), in designing environments and creating experiences for each child. Students explain and analyze the benefits of positive reciprocal partnerships with families and professionals in all early childhood settings. They identify resources that serve children who are culturally and linguistically diverse and their families. This course is designed for early childhood education professionals in the field who have previous early childhood coursework and/or work experience. Child Abuse Registry, Criminal Background Check, and FBI clearances are required. Some field site assignments are embedded in the course. Also available online. This course is not applicable to any associate degree, certificate, or diploma.

PREREQUISITES: EARL106 and EARL107

TOTAL CREDITS: 3    LECTURE HOURS: 2    LAB HOURS: 2

This course is designed to promote student learning in relation to the standards and supportive skills outlined by the National Association for the Education of Young Children (NAEYC). The program standards define what you will know and be able to do when you graduate from the program. What you learn in each class and the assessment of your learning is linked directly to the six standards.

EARL 221 Learning Outcomes

Course Learning Outcome 1: Explain, analyze, and apply the role of culture and language in each child’s development and learning using multiple perspectives, including global contexts. Aligns with NAEYC Standard 1.

Student Learning Outcomes
1a. Identify the multiple perspectives that are components of personal culture to better understand their impact on professional practice.
1b. Explain and analyze how culture and language influence each child’s developmental characteristics, and trajectories.
1c. Apply knowledge of cultural and linguistic diversity to create healthy, safe, inclusive, and aesthetic environments that support each child’s development and learning using evidence-based practices and arts-integrated learning opportunities.

Course Learning Outcome 2: Explain and analyze the economic and societal impact of not addressing variations in the development and learning of young children who are culturally and linguistically

**Student Learning Outcomes**
2a. Explain and analyze multiple influences including cultural and linguistic diversity that results in the uniqueness of each child’s development, learning and participation.
2b. Explain and analyze how providing support to culturally and linguistically diverse families can result in positive societal and economic outcomes.

**Course Learning Outcome 3:** Explain, analyze, and apply how positive reciprocal partnerships and collaboration with diverse families and professionals can support the development and learning of each child. Aligns with NAEYC Standards 1 and 2.

**Student Learning Outcomes**
3a. Explain and analyze how diverse and complex characteristics including cultural, and linguistic diversity in families and communities affect the development and learning of each child.
3b. Explain and analyze strategies that can be used to build positive reciprocal partnerships and collaboration with diverse families to support the development and learning of each child. This includes using evidence-based approaches that avoid stereotypes and biases.

**Course Learning Outcome 4:** Demonstrate effective strategies for learning about and collaborating with culturally and linguistically diverse families and communities using evidence-based approaches that avoid stereotypes and biases. Aligns with NAEYC Standard 2.

**Student Learning Outcome**
4a. Apply evidence based knowledge to collaborate with families, communities and other professionals to support each child’s development. This includes demonstrating strategies for resolving dilemmas that arise from cultural and ethical differences.

**Course Learning Outcome 5:** Explain, analyze and apply evidence-based practices for supporting the full participation of young children who are culturally and linguistically diverse in home, classroom, and community settings. Aligns with NAEYC Standards 4 and 5.

**Student Learning Outcome**
5a. Explain, analyze and apply positive relationships and interactions to support each child, including children who are culturally and linguistically diverse.
5b. Explain, analyze and apply culturally responsive and evidence-based practices for supporting the full participation of each child across all subject areas.
5c. Apply evidence-based and developmentally appropriate approaches, such as Universal Design for Learning, to support the development of each child.

**Course Learning Outcome 6:** Demonstrate strategies for resolving cultural and ethical dilemmas. Aligns with NAEYC Standards 2 and 6.
6a. Explain and analyze personal engagement in continuous, collaborative learning and demonstrate reflective and critical perspectives. This includes demonstrating strategies for resolving dilemmas that may arise from cultural and ethical differences.

**Course Learning Outcome 7:** Demonstrate how to create programs that are reflective of and responsive to the cultural and linguistic diversity in young children and families. Aligns with NAEYC Standards 4 and 5.

7a. Apply evidence based knowledge of developmental characteristics and multiple influences to create safe, healthy, respectful, and inclusive environments and opportunities that support each child’s growth, development and learning.
7b. Demonstrate culturally responsive and evidence-based practices, in conjunction with state early learning standards, to design, implement, and evaluate curriculum and experiences that support the full participation of young children who are culturally and linguistically diverse in home, classroom, and community settings.
Course Learning Outcome 8: Explain, analyze and apply criteria for selecting developmentally appropriate, anti-bias instructional approaches, curricula, and materials to support young children who are culturally, linguistically diverse. Aligns with NAEYC Standards 4 and 5.

8a. Explain, analyze and apply teaching skills and strategies including culturally responsive practices to support each child’s development and learning.
8b. Analyze, and apply evidence based knowledge of observing, documenting, and assessing to make decisions about environments, curriculum, and interactions to support each child’s development.
8c. Explain and analyze knowledge about becoming a professional who can articulate and demonstrate culturally responsive practices.

The following NAEYC Supportive Skills are to be integrated in assessment as appropriate

2. Skills in mastering and applying foundational concepts from general education.
3. Written and verbal communication skills.
4. Skills in making connections between prior knowledge/experience and new learning.
5. Skills in identifying and using professional resources.

Alignment of the Course Objectives (above) with National Association for the Education of Young Children, the Division for Early Childhood, and Pennsylvania Special Education Para educator Standards.

<table>
<thead>
<tr>
<th>Course Objective #</th>
<th>NAEYC Standards/Course Learning Objectives</th>
<th>DEC Standards</th>
<th>PA Special Education Paraeducator Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Explain, analyze, and apply the role of culture and language in each child’s development and learning using multiple perspectives, including global contexts.</td>
<td>1a. Identify the multiple perspectives that are components of personal culture to better understand their impact on professional practice. 1b. Explain and analyze how culture and language influence each child’s developmental characteristics, and trajectories. 1c. Apply knowledge of cultural and linguistic diversity to create healthy, safe, inclusive, and aesthetic environments that support each child’s development and learning using evidence-based practices and arts-integrated learning opportunities.</td>
<td>Development and Characteristics of Learners EC2K2 EC2K6 EC2K7 Instructional Planning ES7K1 Development and Characteristics of Learners EC2K4 EC2K6 EC2K7 Language EC6K1 Development and Characteristics of Learners EC2K7 EC2S1 EC3S2 Instructional Strategies EC4S1 EC4S2 Environments/Social Interactions EC5S2 EC5S5 EC5S8 Instructional Planning EC7K1 EC7K2</td>
<td>Individual Learning DifferencesSEP3K2 Development and Characteristics of Learners SEP2K1 Foundations SEP1K1 SEPK2 Instructional Strategies SEP4S4 SEP4S5 Learning Environments/Social Interactions SEP5S1 SEP5S2 SEP5S4 Instructional Planning SEP7S1 SEP7S2</td>
</tr>
</tbody>
</table>
2: Explain and analyze the economic and societal impact of not addressing variations in the development and learning of young children who are culturally and linguistically diverse.

2a. Explain and analyze multiple influences including cultural and linguistic diversity that results in the uniqueness of each child’s development, learning and participation.

2b. Explain and analyze how providing support to culturally and linguistically diverse families can result in positive societal and economic outcomes.

3. Explain, analyze, and apply how positive reciprocal partnerships and collaboration with diverse families and professionals can support the development and learning of each child.

3a. Explain and analyze how diverse and complex characteristics including cultural, and linguistic diversity in families and communities affect the development and learning of each child.

3b. Explain and analyze strategies that can be used to build positive reciprocal partnerships and collaboration with diverse families to support the development and learning of each child. This includes using evidence-based approaches that avoid stereotypes and biases.

<table>
<thead>
<tr>
<th>2: Explain and analyze the economic and societal impact of not addressing variations in the development and learning of young children who are culturally and linguistically diverse.</th>
<th>Development and Characteristics of Learners EC2K2 EC2K4 EC2K6 EC2K7 Instructional Planning ES7K1 Development and Characteristics of Learners EC2K4 EC2K6 EC2K7 Language EC6K1 Development and Characteristics of Learners EC2S1 EC3S2 Instructional Strategies EC4S1 EC4S2 Environments/Social Interactions EC5S2 EC5S5 EC5S6 Instructional Planning EC7K1 EC7K2</th>
<th>Individual Learning Differences SEP3K2</th>
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<tr>
<td>3a. Explain and analyze how diverse and complex characteristics including cultural, and linguistic diversity in families and communities affect the development and learning of each child.</td>
<td>Development and Characteristics of Learners EC2K2 EC2K4 EC2K6 EC2K7 Language EC6K1 Development and Characteristics of Learners EC2S1 EC3S2 Instructional Strategies EC4S1 EC4S2 Environments/Social Interactions EC5S2 EC5S5 EC5S6 Instructional Planning EC7K1 EC7K2 Development and Characteristics of Learners EC2K5 EC2K6 Assessment EC8K1 Development and Characteristics of Learners EC2K7 Learning Environments and Social Interactions EC5S7 Language EC6S1 Instructional Planning EC7S1 Assessment EC8S1 EC8S2 EC8S6 EC8S9 EC8S11 Professional and Ethical Practices EC9S2 EC9S3 EC9S4 Collaboration EC10S1 EC10S EC10S3 EC10S8 EC10S9</td>
<td>Instructional Strategies SEP4S4 SEP4S5</td>
</tr>
<tr>
<td>3b. Explain and analyze strategies that can be used to build positive reciprocal partnerships and collaboration with diverse families to support the development and learning of each child. This includes using evidence-based approaches that avoid stereotypes and biases.</td>
<td>Development and Characteristics of Learners SEP2K1 Foundations SEP1K1 SEP1K2 Instructional Strategies SEP4S4 SEP4S5 Learning Environments/Social Interactions SEP5S1 SEP5S2 SEP5S4 Instructional Planning SEP7S1 SEP7S2</td>
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</table>

**Development and Characteristics of Learners**
- EC2K2
- EC2K4
- EC2K6
- EC2K7
- EC2S1
- EC3S2
- EC4S1
- EC4S2
- EC5S2
- EC5S5
- EC5S6
- EC5S7
- EC6K1
- EC6S1
- EC7K1
- EC7K2
- EC7S1
- EC8K1
- EC8S1
- EC8S2
- EC8S6
- EC8S9
- EC8S11
- EC9S2
- EC9S3
- EC9S4
- EC10S1
- EC10S
- EC10S3
- EC10S8
- EC10S9

**Instructional Planning**
- ES7K1
- EC7K1
- EC7K2
- SEP7S1
- SEP7S2

**Language**
- EC6K1
- EC6S1

**Assessment**
- EC8K1
- EC8S1

**Professional and Ethical Practices**
- EC9S2
- EC9S3
- EC9S4

**Collaboration**
- EC10S1
- EC10S
- EC10S3
- EC10S8
- EC10S9

**Foundations**
- SEP1K1
- SEP1K2

**Instructional Strategies**
- SEP4S4
- SEP4S5

**Learning Environments and Social Interactions**
- SEP5S1
- SEP5S2
- SEP5S4

**Instructional Planning**
- SEP7S1
- SEP7S2
- SEP7S3

**Professional and Ethical Practices**
- SEP9K1

**Collaboration**
- SEP10K1
- SEP10K2

**Instructional Planning**
- SEP10S1
- SEP10S2
- SEP10S3
<p>| 4.Demonstrate effective strategies for learning about and collaborating with culturally and linguistically diverse families and communities using evidence-based approaches that avoid stereotypes &amp; biases | 4a. Apply evidence based knowledge to collaborate with families, communities and other professionals to support each child’s development. This includes demonstrating strategies for resolving dilemmas that arise from cultural and ethical differences. | Development and Characteristics of Learners EC2K2 EC2K6 EC2K7 Instructional Planning ES7K1 | Development and Characteristics of Learners SEP2K1 Language SEP6K1 Collaboration SEP10K1 |
| 5: Explain, analyze and apply evidence-based practices for supporting the full participation of young children who are culturally and linguistically diverse in home, classroom, and community settings. | 5a. Explain, analyze and apply positive relationships and interactions to support each child, including children who are culturally and linguistically diverse. | Instructional Strategies EC4S3, EC4S5 Learning Environments and Social Interactions EC5K4 Foundations EC1K1 EC1K2 Instructional Planning EC7K2 Development and Characteristics of Learners EC2S1 Individual Learning Differences EC3S2 Instructional Strategies EC4S1 EC4S3 EC4S4 EC4S5 Learning Environments and Social Interactions EC5S3 Instructional Planning EC7K1 EC7S2 EC7S8 Professional and Ethical Practices EC9S6 Collaboration EC10S1 EC10S EC1K2 Development and Characteristics of Learners EC2K6 EC2K7 EC3S2 Instructional Strategies EC4S1 EC4S2 EC4S3 EC4S6 EC1K2 Development and Characteristics of Learners EC2K6 EC2K7 EC3S2 Instructional Strategies EC4S1 EC4S2 EC4S3 EC4S6 EC4S7 EC4S8 EC5S2 EC5S3 EC5S5 Instructional Planning EC7K1 EC7K2 EC7S5 EC7S8M Professional and Ethical Practices EC9S6 EC3S1 Instructional Strategies EC4S1 EC7K1 EC7K2 Professional and Ethical Practices EC9S6 Foundations EC1K1 EC1K2 Development and Characteristics of Learners EC2K6 EC2K7 Individual Learning Differences EC3S1EC3S2 Instructional Strategies EC4S1 EC4S3 EC4S5 EC4S6 EC4S7 EC4S8 Learning Environments and Social Interactions EC5K3 EC5S1 EC5S2 EC5S3 Instructional Planning EC7S2P Learning Environments and Social Interactions EC5S5 Instructional Planning EC7S5 EC7S8 Assessment EC8S11 | Learning Environments/ Social Interactions SEP5K2 SEP4S1 SEP4S3 |</p>
<table>
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<tr>
<th>6: Demonstrate strategies for resolving cultural and ethical dilemmas.</th>
<th>6a. Explain and analyze personal engagement in continuous, collaborative learning and demonstrate reflective and critical perspectives. This includes demonstrating strategies for resolving dilemmas that may arise from cultural and ethical differences.</th>
<th>Development and Characteristics of Learners EC2K2 EC2K6 EC2K7 Instructional Planning ES7K1 Foundations EC1K2</th>
<th>Development and Characteristics of Learners SEP2K1 Language SEP6K1 Collaboration SEP10K1</th>
</tr>
</thead>
<tbody>
<tr>
<td>7: Demonstrate how to create programs that are reflective of and responsive to the cultural and linguistic diversity in young children and families.</td>
<td>7a. Apply evidence based knowledge of developmental characteristics and multiple influences to create safe, healthy, respectful, and inclusive environments and opportunities that support each child’s growth, development and learning.</td>
<td>Instructional Strategies EC4S3 EC4S5 Learning Environments and Social Interactions EC5K4 Foundations EC1K1 EC1K2 Instructional Planning EC7K2 Development and Characteristics of Learners EC2S1 Individual Learning Differences EC3S2 Instructional Strategies EC4S1 EC4S3 EC4S4 EC4S5 Learning Environments and Social Interactions EC5S3 Instructional Planning EC7K1 EC7S2 EC7S8 Professional and Ethical Practices EC9S6 Collaboration EC10S1 EC10S EC1K2 Development and Characteristics of Learners EC2K6 EC2K7 EC3S2 Instructional Strategies EC4S1 EC4S2 EC4S3 EC4S6</td>
<td>Foundations SEP7S1 SEP1K1 SEP1K2 Instructional Strategies SEP4K3 SEP4K4 SEP4S1 SEP4S3 Learning Environments/ Social Interaction SEP5K2 SEP5S3 SEP5S2 SEP5S3 SEP5S4 SEP5K1 SEP4S2</td>
</tr>
</tbody>
</table>
8: Explain, analyze and apply criteria for selecting developmentally appropriate, anti-bias instructional approaches, curricula, and materials to support young children who are culturally, linguistically diverse.

8a. Explain, analyze and apply teaching skills and strategies including culturally responsive practices to support each child’s development and learning.

Instructional Strategies EC4S3, EC4S5
Learning Environments and Social Interactions EC5K4
Foundations EC1K1 EC1K2
Instructional Planning EC7K2
Development and Characteristics of Learners EC2S1
Individual Learning Differences EC3S2
Instructional Strategies EC4S1 EC4S3 EC4S4 EC4S5
Learning Environments and Social Interactions EC5S3
Instructional Planning EC7K1 EC7S2 EC7S8
Professional and Ethical Practices EC9S6
Collaboration EC10S1 EC10S EC1K2
Development and Characteristics of Learners EC2K6 EC2K7 EC3S2
Instructional Strategies EC4S1 EC4S2 EC4S3 EC4S6
EC1K2 Development and Characteristics of Learners EC2K6 EC2K7 EC3S2
Instructional Strategies EC4S1 EC4S2 EC4S3 EC4S6 EC4S7 EC4S8 EC5S2 EC5S3 EC5S5
Instructional Planning EC7K1 EC7K2 EC7S5 EC7S8M
Professional and Ethical Practices EC9S6 EC3S1
Instructional Strategies EC4S1 EC7K1 EC7K2
Professional and Ethical Practices EC9S6
Foundations EC1K1 EC1K2
Development and Characteristics of Learners EC2K6 EC2K7
Individual Learning Differences EC3S1 EC3S2
Instructional Strategies EC4S1 EC4S3 EC4S5 EC4S6 EC4S7 EC4S8
Learning Environments and Social Interactions EC5K3 EC5S1 EC5S2 EC5S3
Instructional Planning EC7S2P
Learning Environments and Social Interactions EC5S5
Instructional Planning EC7S5 EC7S8
Assessment EC8S11

8b. Analyze, and apply evidence based knowledge of observing, documenting, and assessing to make decisions about environments, curriculum, and interactions to support each child’s development.

Instructional Strategies EC4S1 EC4S3 EC4S4 EC4S5
Learning Environments and Social Interactions EC5S3
Instructional Planning EC7K1 EC7S2 EC7S8
Professional and Ethical Practices EC9S6
Collaboration EC10S1 EC10S EC1K2
Development and Characteristics of Learners EC2K6 EC2K7 EC3S2
Instructional Strategies EC4S1 EC4S2 EC4S3 EC4S6
EC1K2 Development and Characteristics of Learners EC2K6 EC2K7 EC3S2
Instructional Strategies EC4S1 EC4S2 EC4S3 EC4S6 EC4S7 EC4S8 EC5S2 EC5S3 EC5S5
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Instructional Strategies EC4S1 EC7K1 EC7K2
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Development and Characteristics of Learners EC2K6 EC2K7
Individual Learning Differences EC3S1 EC3S2
Instructional Strategies EC4S1 EC4S3 EC4S5 EC4S6 EC4S7 EC4S8
Learning Environments and Social Interactions EC5K3 EC5S1 EC5S2 EC5S3
Instructional Planning EC7S2P
Learning Environments and Social Interactions EC5S5
Instructional Planning EC7S5 EC7S8
Assessment EC8S11

8c. Explain and analyze knowledge about becoming a professional who can articulate and demonstrate culturally responsive practices.

DEC - Initial Special Education Professionals in Early Childhood Special/Education/Early Intervention, Birth to Eight Standards:
Standard 1: Foundations
Standard 2: Development and Characteristics of Learners
Standard 3: Individual Learning Differences
Standard 4: Instructional Strategies
Standard 5: Learning Environments/Social Interactions
Standard 6: Language
Standard 7: Instructional Planning
Standard 8: Assessment
Standard 9: Professional and Ethical Practice
Standard 10: Collaboration

SEP - Pennsylvania Special Education Paraeducator Standards:
Standard 1: Foundations
Standard 2: Development and Characteristics of Learners
Standard 3: Individual Learning Differences
Standard 4: Instructional Strategies
Standard 5: Learning Environments/Social Interactions
Standard 6: Language
Standard 7: Instructional Planning
Standard 8: Assessment
Standard 9: Professional and Ethical Practice
Standard 10: Collaboration

Textbooks and Resources

Required Resources:

Needed for all class sessions:

Sketch pad or notebook with unlined paper

In addition to the required textbooks and resources, you will also need access to a computer.

<table>
<thead>
<tr>
<th>CLASS #</th>
<th>REQUIRED RESOURCES (all accessible external links)</th>
</tr>
</thead>
</table>
| 3       | Funds of Knowledge (video) [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/spring/funds-knowledge.html](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/spring/funds-knowledge.html)
| 4       | Developmentally Appropriate Practice [http://www.naeyc.org/dap](http://www.naeyc.org/dap)
<table>
<thead>
<tr>
<th>CLASS #</th>
<th>REQUIRED RESOURCES (all accessible external links)</th>
</tr>
</thead>
</table>
| 7       | Animal School (video) [https://www.youtube.com/watch?v=o8limRtHZPs](https://www.youtube.com/watch?v=o8limRtHZPs)  
A Class Divided (video) [http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html](http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html)  
<table>
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<tr>
<th>CLASS #</th>
<th>REQUIRED RESOURCES (all accessible external links)</th>
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<tbody>
<tr>
<td>10</td>
<td>Video 4.8 Maggie and Latesha: Beginning Ground Conversation (video) <a href="http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-8">http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-8</a></td>
</tr>
<tr>
<td></td>
<td>Video 4.9 Maggie and Latesha: Middle Ground Conversation (video) <a href="http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-9">http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-9</a></td>
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<td>Video 4.10 Maggie and Latesha: Firm Ground Conversation (video) <a href="http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-10">http://community.fpg.unc.edu/connect-modules/resources/videos/video-4-10</a></td>
</tr>
<tr>
<td></td>
<td>“A Girl Like Me” (video) <a href="http://www.understandingrace.org/lived/video/">http://www.understandingrace.org/lived/video/</a></td>
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<tr>
<td></td>
<td>“Roy Firestone: A Letter to A Teacher” (video) <a href="https://www.youtube.com/watch?v=z-yuQKi-bdo">https://www.youtube.com/watch?v=z-yuQKi-bdo</a></td>
</tr>
</tbody>
</table>
### REQUIRED RESOURCES (all accessible external links)

<table>
<thead>
<tr>
<th>CLASS #</th>
<th>RESOURCE</th>
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</table>
| 13 | “Like a Girl” [https://www.youtube.com/watch?v=XjJQbjWYDTs](https://www.youtube.com/watch?v=XjJQbjWYDTs)  
“Jenni’s Story” [http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/JennisStory.asp](http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/JennisStory.asp)  
| 14 | CONNECT Video 3.1 The Teacher’s Viewpoint [http://community.fpg.unc.edu/connect-modules/resources/videos/video-3-1](http://community.fpg.unc.edu/connect-modules/resources/videos/video-3-1)  
CONNECT Video 3.2 The Therapist’s Viewpoint [http://community.fpg.unc.edu/connect-modules/resources/videos/video-3-2](http://community.fpg.unc.edu/connect-modules/resources/videos/video-3-2)  
I am human so I must be stereotyped [http://youtu.be/4iZc8SuWML8](http://youtu.be/4iZc8SuWML8) |
| 15 | It’s in Every One of Us [https://www.youtube.com/watch?v=BZS5Om6rGMQ](https://www.youtube.com/watch?v=BZS5Om6rGMQ) |

### Course Policies

#### Class Attendance and Withdrawal:

Online courses are designed to give you some flexibility in your ability to access course content, submit assignments, and interact with your instructor and fellow students. However, these courses are not self-paced. You are expected to fully participate in all class activities, and to submit all assignments by their due dates. Note that if you do not participate in the class, submit assignments, or contact the professor during a consecutive two-week period, you may be withdrawn from the class on the recommendation of the professor. However, do not assume that this will happen automatically. Unless you officially withdraw, you may owe money and receive an "F" as your final grade.

#### Assignments:

All assessments will follow the APA format:

- All assessments (including Journals) will have a cover page
- Cover pages for all assignments will include: (in this order)
  - Name
  - Assignment Title
  - Course Section and Semester
  - Professor’s Name
  - Date Submitted

- Running Head and page numbers will be used
- Reference page citations will be correctly formatted
- In-text citations will be correctly formatted and must match the reference page
- 12-point font, double space, and page numbers will be used
- Paragraphs will be indented

#### Consequences of Late Work or Missed Exams:
Assignment details and due dates can be found in the Assignments section of Blackboard. Late assignments will result in points deducted as follows:

- All weekly assessments (e.g., journals) are due on time. Late submissions will not be accepted.
- All major papers, projects, and quizzes will drop two percentage points for each day that they are late. Refer to rubrics for further information.
- All missed assessment items will get “0” points.

In case of unexpected emergencies that result in lateness, email your course instructor as soon as possible.

Electronic Communication: I will be using NCC e-mail account through Blackboard to communicate with the group or individuals as needed. You are expected to check your NCC e-mail regularly. If you have any questions or concerns, contact me through my NCC e-mail, by writing the course number in the “subject line”. I will not open any mail sent through a personal account.

Privacy Statement

All video assignments are designed to support your learning; however, we must respect the confidentiality of each child and their family. These videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio. When uploading your video to YouTube, you must make sure it is unlisted and should be removed upon completion of your course. Make sure that every child you photograph or video tape has a signed release form on file and follow the policies of your lab site. These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio.

Photo /Video Release Form:
Make sure that every child you photograph or video tape has a signed release form on file and follow the policies of your lab site. These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the portfolio.

Tutoring Services: The Learning Center at NCC provides free tutoring services, including real-time online tutoring. Please see the folder called Student Rights and Support Services in the Course Information page for details and applicable tutoring links. See the following website for the most up-to-date online tutoring schedule and information:
http://www.northampton.edu/Student-Resources/Learning-Center/Tutoring-Services/Online-Tutoring.htm

Access the online tutor for ECE courses at the following email address: ecetutor@northampton.edu

Advising: The current ECE advisor is Andrea Powell. Her contact information is as follows:

Incomplete Policy: An Incomplete grade of “I” is issued only at the student’s request with the permission of the instructor, to allow completion of specific course work the student did not complete due to valid, unforeseen circumstances. The deadline for completing the course requirements is no more than 5 months after the date grades were due in the semester in which the “I” grade was issued. The professor will designate that the incomplete grade becomes a specific letter grade if the work is not completed.

For further information regarding any NCC procedures or policies refer to the current Student Handbook at the following link:

Attention Students!

This course has been constructed utilizing Principles of Universal Instructional Design. If you are requesting reasonable accommodations, please contact the Office of Disability Services at 610-861-5342 or disabilityservices@northampton.edu. Additional information for students with disabilities may also be
Important NCC Services and Policies

GENERAL COLLEGE POLICIES:

**Class Attendance and Withdrawal:** Class attendance and engagement in the learning process are critical factors in determining students’ success in their courses. NCC students are expected to attend all class sessions of courses in which they are enrolled, and are responsible for all material presented in class sessions of these courses. (Check COURSE policy section of syllabus for specific instructor policies in addition to college policies)

A student who misses class more than twice the number of weekly meetings of the class (or the equivalent in short-term classes) may be withdrawn from the course by the instructor. Students who are withdrawn for poor attendance will receive a grade of W. Faculty may issue a withdrawal through the first 90% of the semester (14th week or equivalent in short-term classes). After the 90% period a student may not withdraw or be withdrawn.

In an internet-based distance learning course, a student is considered to have missed the equivalent of more than twice the number of weekly meetings of a traditional classroom course in a consecutive two-week period if there has been no participation by the student in the class through submission of assignments, participation in discussion forums or contact with the Instructor in any way during the period.

Students who are withdrawn from the class for lack of attendance may appeal the enforced withdrawal to the instructor. If the instructor agrees to reinstate the student, he/she will be required to complete a reinstatement form and return it directly to the Vice President for Student Affairs. If the appeal is denied, the student may speak with the appropriate academic dean and/or the Vice President for Student Affairs. Further discussion may take place with the faculty member, but the final decision on withdrawal rests with the faculty member.

*Students will not be graded on attendance; however, students may be graded on class participation.*

**Academic Honesty Policy:** Northampton Community College considers honesty to be essential to the learning experience. Academic honesty is one of the values that we expect members of the NCC community will apply in their work on this campus and take into their lives beyond NCC. Violations of academic honesty harm the learning experience and violate the expectations and values that we hope the NCC community embraces. We expect all members of the NCC academic community to conduct themselves and their work ethically and honestly.

**Student Responsibilities**

- Students are solely responsible for their work and for making sure that their work represents their own honest efforts to meet the goals of the course.
- They are responsible for learning and following the policies and expectations of the college and for understanding the consequences of actions that violate the policy on academic honesty.
- They are responsible for showing that the work they present is theirs in whatever ways are deemed appropriate by the faculty for the course.

**Faculty responsibilities**

- Faculty members are responsible for demonstrating academic honesty in their work.
- They are responsible for making their expectations related to academic honesty clear to their classes including which activities and resources are allowed and the consequences for violations in their courses.
- They are responsible for communicating about violations of the academic honesty policy to students and their division Dean and to the Vice president for Student Affairs.
**Academic Honesty Violations**: Violations of the academic honesty policy include any actions that attempt to gain academic credit for work that does not represent the student’s own efforts and knowledge. They include, but are not limited to the following situations and examples:

- **Cheating on examinations and quizzes** –
  - Using notes, materials, and/or mechanical, electronic or technological devices not authorized by the instructor during examinations or quizzes.
  - Providing or receiving help on an examination or test in a manner not authorized by the instructor.
  - Buying, selling, improperly obtaining, or using any tests or examinations.
  - Posing as another student or allowing another student to pose as you when taking an exam or quiz.
  - Altering or adding answers on exercises, exams, or quizzes after the work has been graded.

- **Plagiarizing** –
  - Using the ideas or words of others without appropriate quotation and documentation that acknowledges the source or sources -- in other words, presenting someone else’s work as one’s own.
  - Copying, exact words, phrases or sentences without quoting and giving credit to the source.
  - Using a paraphrased version of the opinions, work, or ideas of others without giving credit.
  - The wrongful appropriation of all or part of someone else’s literary, artistic, musical, mechanical, or computer-based work.

- Copying all or part of an assignment, (a research paper, lab report, or workbook) from another person or resource and presenting it as your own work.
- Purchasing an assignment and submitting it as your own work.
- Falsifying or inventing information, data or research material. Altering or forging records or submitting false records as part of course work or making false statements, excuses, or claims to gain academic credit or influence grading.
- Listing sources that you never consulted.
- Gaining unauthorized access to another person’s or the College’s computer system or tampering with or copying programs, files, data or access codes associated with coursework.
- Tampering with or damaging the work of others or preventing others from completing their own assignments.

**Consequences of Violations**: When a faculty member believes that a student has committed acts that violate the academic honesty policy, he or she will advise the student of the offense and the penalty imposed. A faculty member may apply one of the following penalties:

- A written warning, with the requirement that the assignment be redone within the instructor’s specified time.
- A failing grade for the assignment or test.
- An “F” grade for the course.

**Commitment to Diversity**: Northampton Community College is committed to creating and fostering a learning and working environment based on open communication and mutual respect. This is an integral part of the College’s academic mission to enrich our students’ educational experiences and prepare them to live in and contribute to a global society. If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, or disability please contact the Equal Opportunity Office at 610-861-5496 or hwhitaker@northampton.edu

If you see it, report it
northampton.edu/reportit

**ONLINE SUPPORT:**
Policy Regarding Children: The extended (defined as 30 minutes or more) presence of unattended children (including children of staff and students) under the age of 16 on campus, unless officially registered in a College program is strictly prohibited.

Children are not permitted in class. The classroom instructor has the authority to make an exception to this policy for an emergency circumstance, using the following criteria: if at all possible, students must contact the instructor prior to the class to seek permission; students may not request this special exception more than twice in one semester; and children may not be disruptive (i.e. – noisy, moving around, interfering with the teaching-learning process) or they will be asked to leave immediately with their parent/guardian.

Disability Services: Northampton Community College encourages academically qualified students with disabilities to take advantage of its educational programs. Services and accommodations are offered to students with disabilities at no additional cost to facilitate accessibility to College programs and facilities. These services are based upon each student’s individual needs and must be indicated by current documentation of disability. For more information, you can contact the Coordinator of Disability Services at 610-861-5342 or TDD (610) 861-5351 or view the Disability Services Webpage by following these links from the NCC home page (http://www.northampton.edu): Administration > Student Services > Students With Disabilities.

Netiquette: is the etiquette for electronic communications via email, threaded discussions on bulletin boards and online chats. This ensures that all students are being considerate of others, their time and opinions. Listed below are guidelines regarding personal conduct in your virtual classroom communications:

- Responses to other students should address the ideas or work submitted not the person.
- Being respectful is essential. Be understanding of diverse opinions, life experiences, cultures and backgrounds.
- Be mindful this is educational communication.
- Be cautious in using sarcasm or humor which may be misunderstood in online communications.
- Messages can express opinions and personal experiences but be concise. Using all capital letters is appropriate for distinguishing a heading or relevant topic but is also viewed as shouting online.
- Remember your Northampton Community College email is for educational purposes only.

Instructional Plan

Assignments Required and Weight of Each in Determining Final Grade:

1. Cultural Map – 5%
2. Demographic Profile – 10%
3. Funds of Knowledge – 5%
4. Funds of Knowledge Interview – 10%
5. Building Relationships with Families – 10%
6. Assessing the Visual Environment – 15%
7. Using Culturally and Linguistically Responsive Approaches – 15%
8. Benefits of Bilingualism – 10%
9. Weekly Journals – 10%
10. Weekly Discussion Forums – 10%

**Description of Assignments**

Content related to cultural and linguistic diversity will be reflected within the assignments and in the course calendar.

**Cultural Map:** The purpose of this assessment is to give students an opportunity to explore the dimensions of their personal culture. To complete this assignment you’ll need to print out Handout 2 Your Cultural Map and follow the directions below. Your assignment is to complete a cultural map that illustrates the many facets of your personal culture. The assignment will provide you with learning experiences to

- Examine your personal culture
- Analyze the extent to which the dimensions of your culture are visible or invisible
- Analyze how knowledge of your personal culture may impact your ability to support children and families who are diverse.

**Community Demographics Research Project:** The purpose of this assessment is twofold: 1) to gain an understanding of some aspects of the diversity of each community; and 2) to develop an understanding of resources that can support children and families who are culturally and linguistically diverse. The assignment will provide you with learning experiences to

- Research the visible and invisible aspects of diversity in a community
- Analyze the resources available to support diverse children and families in a community
- Analyze data collected in order to better understand services and supports that are, or are not, in place for children and families.

**Funds of Knowledge Interview:** The purpose of this assessment is to build further understanding of the funds of knowledge that are the unique assets of each family. The assessment will provide you with learning experiences to

- Recognize and analyze the funds of knowledge that can be used to support concept, skill and social-emotional development in each young child
- Explain and analyze differences in funds of knowledge to better understand cultural dilemmas

**Building Relationships with Families:** The purpose of this assessment is build skill in collaborating effectively with families of young children. The assessment will provide you with learning experiences to

- Observe and describe a child’s behavior
- Reflect on a family’s perspective
- Support competence in family-professional collaboration
- Analyze and respond to situations that require evidence-based decisions

**Assessing the Visual Environment:** The purpose of this assessment is to examine an early childhood setting to determine the extent to which the environment reflects the use culturally and linguistically responsive practices. The assessment will provide you with learning experiences to

- Analyze variables related to designing culturally and linguistically responsive environments
- Conduct an assessment of an early childhood setting to determine the extent to which it is reflective of evidence-based practices
- To apply knowledge of evidence-based practice in reporting the results of the assessment

**Using Culturally and Linguistically Responsive Practices:** The purpose of this assessment is explain, analyze, and apply culturally and linguistically responsive, evidence-based practices to a curriculum for young children.
The assessment will provide you with learning experiences to
- Analyze the needs of young learners for developmentally, culturally/linguistically and individually appropriate instruction
- Apply evidence-based practices to creating opportunities for individualizing learning for diverse young children

**Benefits of Bilingualism:** The purpose of this assessment is become familiar with the evidence for the benefits of bilingualism. The assessment will provide you with learning experiences to
- Analyze best available research on bilingualism to distill key concepts
- Translate best available research on bilingualism into that is meaningful and useful to family members and educators

**Discussion Forum:** You will participate in weekly forums, responding to the guiding questions as well as interacting with others. This is an important aspect of the course where you will have an opportunity to share your thoughts as well as clarify your concepts. Evidence based practice and children with diversity will be included in weekly forums.

**Due Dates for Assignments:** Responses to guiding questions of the weekly forum are due by midnight on Thursday; all other assignments are due by midnight on Sunday of the week that they are due.

**Feedback on Assignments/Projects/Discussions:**
Once your assignments have been submitted they will be graded. You will be able to view your grades and any written feedback in the Grade Book of Blackboard. You can expect to receive a grade and/or written feedback on your weekly assignments (journals, assignments, labs, etc.) within 7 days of submission. Your discussion forum posts will be read at least every other day and graded within 3 days of the discussion forum closing.

**Assessment Criteria:**
The general criteria for grading work is as follows:
A = Students demonstrate ability to describe, explain, analyze, and apply information, reasoning, context, knowledge, and judgment.

B = Students demonstrate ability to describe and explain information, reasoning, and knowledge.

C = Students demonstrate ability to describe information.

D = Students demonstrate partial ability to describe information.

**Grade Scale:** The following grades are used in the Early Childhood department:
A = 93 – 100 %
A- = 90 – 92 %
B+ = 87 – 89 %
B = 83 – 86 %
B- = 80 – 82 %
C+ = 77 – 79 %
C = 73 – 76 %
D+ = 67 – 72 %
D = 60 – 66 %
F = 0 – 59 %
Please note: There are no A+ or C- grades. Any final grade below C means that the course must be repeated and passed in order to enroll in Internship.

Rubrics are provided for each graded assignment. Use your rubric as a guide for completing your assignment, to ensure that you are describing, explaining, and analyzing the course concepts by using your knowledge of related concepts from other courses. Grades are directly related to the quality of your analysis and critical thinking about the assigned questions. Use your own words to explain your thoughts rather than using phrases directly from textbooks and other resources. It is important for you to clearly reflect your understanding of the weekly topics.

The online grade book will calculate your total points and weighted percentages. Your final weighted percentage will be used to determine your final grade.

Save all your work!

You are expected to save all your assignments and rubrics on disks/thumb drives as back up data to safeguard against loss of your hard copy or problems with your hard drive. You will need artifacts from this and other courses to develop your TAOC Portfolio.
Course Calendar

I reserve the right to change topics or assignments when necessary to make classes more relevant to current events or required student outcomes. Therefore, you should not submit assignments ahead of schedule unless you have obtained permission to do so. Check Announcements in Blackboard and the Assignments section for details and/or changes to assignments. Be sure to print out a copy of the Course Calendar with due dates listed. All assignments are due by midnight on Sunday.

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<th>Wk</th>
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<th>Reading Print Materials</th>
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| 1  | Introduction to Course Foundations for the Course Learning About Culture | -Class 1 Content PowerPoints  
-Where we stand on responding to linguistic and cultural diversity | Review importance of  
1) understanding our personal culture  
2) learning about the cultures of others  
3) using culturally relevant and responsive practices  
Explore the concept of the iceberg of culture  
Participate in two discussion boards: Introduce yourself and Key concepts | None | -Assignment 1: Cultural Map  
-Journal 1 | Assignment 1  
Journal 1 | -NAEYC position statements on linguistic and cultural diversity  
--Complete position statement  
--Screening and assessment of young English Language Learners  
-CLAD Packet |
| 2  | The Impact of Culture on Learning and Development | -Class 2 Content PowerPoints  
-The changing face of the United States: The influence of culture on early child development | Watch The Danger of The Single Story  
Participate in two discussion boards: Scripts and Resource of your choice | None | -Assignment 2: Demographic Profile  
-Journal 2 | Assignment 1  
-Journal 2 | -PowerPoint slide references  
-Anti-bias education for young children and ourselves  
-CLAD Packet |
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<td>3</td>
<td>Date:</td>
<td>Learning About the Cultures of Others</td>
<td>-Teaching young children to resist bias: What parents and educators can do?</td>
<td>-Watch Funds of Knowledge video</td>
<td>-Assignment 3: Your Funds of Knowledge</td>
<td>-Assignment 3</td>
<td>-Multicultural Principles for Head Start</td>
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<td>-Participate in two discussion boards: Play and Stereotypes</td>
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<td>- Journal 3</td>
<td>-Journal 3</td>
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<td>4</td>
<td>Date:</td>
<td>Exploring the Cultures of Others</td>
<td>Developmentally appropriate practice Cultural influences on early language and literacy practices Why culture matters for children’s development and wellbeing</td>
<td>-Watch Diversity: Contrasting Perspectives video</td>
<td>-Assignment 4: Funds of Knowledge Interview</td>
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<td>-Multicultural Principles for Head Start</td>
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<td>-Participate in two discussion boards: Video vibes and Article review</td>
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<td>- Journal 4</td>
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<td>-Anti-bias education for young children and ourselves</td>
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<td>5</td>
<td>Date:</td>
<td>Building Reciprocal Partnerships with Families</td>
<td>- Today’s families: Who are we and why does it matter? Family involvement makes a difference in school success</td>
<td>-Watch Think Before You Judge a Family video</td>
<td>-Assignment 5 Building Relationships with Families</td>
<td>-Assignment 4</td>
<td>-Parent involvement and early literacy</td>
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<td>-Participate in two discussion boards: Assume nothing about families and simulation</td>
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<td>- Journal 5</td>
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<td>-Gathering and using information that families share</td>
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<td>-Family engagement in early childhood programs</td>
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<td>6</td>
<td>Date: Creating Culturally and Linguistically Responsive Environments</td>
<td><code>-Creating a multicultural environment that values diversity for young children</code></td>
<td><code>-Participate in one discussion board: Universal Design for Learning</code></td>
<td>None</td>
<td><code>-Assignment 6: Assessing the Visual Environment</code></td>
<td>-Assignment 2</td>
<td><code>-Anti-bias education for young children and ourselves</code></td>
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<td><code>-Integrating principles of universal design into the early childhood curriculum</code></td>
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<td><code>-Journal 6 Transition and Authentic Math Assessment of ELL Children</code></td>
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<td><code>-The universal design of early education: Moving forward for all children</code></td>
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<td>7</td>
<td>Date: Culturally and Linguistically Responsive Practices</td>
<td><code>-Revisiting and updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five.</code></td>
<td>-Watch the Animal School video</td>
<td>None</td>
<td><code>-Assignment 7 Using culturally and linguistically responsive practices</code></td>
<td>-Assignment 7</td>
<td><code>-Starting Small: Teaching Tolerance in Preschool and the Early Grades</code></td>
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<td>- Reflections from teachers of culturally diverse children</td>
<td>-Watch A Class Divided video</td>
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<td>- Journal 7</td>
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<td>-Getting to know you: Sharing time as culturally relevant teaching</td>
<td>Participate in two discussion boards: A class divided and The case for play</td>
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<td><code>-CONNECT module 1</code></td>
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| 8  | Supporting Infants and Toddlers who are Dual Language Learners | - PreK-3rd: Challenging common myths about dual language learners: An update to the seminal 2008 report  
- Revisiting and updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth - 5  
- Enhancing practice with infants and toddlers from diverse language & cultural backgrounds | - True/False quiz  
- Participate in two discussion boards: Incorporating the languages of children and Supporting Yelia | None | - Assignment 8: Benefits of Bilingualism  
- Journal 8 | Assignment 5 | Assignment 8: Importance of Home Language Series  
- Strategies for Supporting All Dual Language Learners  
- CLAD Packet  
- Anti-bias education for young children and ourselves |
| 9  | Supporting Young Children who Are Dual Language Learners | - Storybook reading for young DLLs  
- Many languages, one teacher: Supporting language and literacy development for preschool dual language learners  
- Meeting the home language mandate: Practical strategies for all classrooms  
- Phonological awareness is child’s play! | - Watch Soyul free preview (video)  
Multilingual children: Beyond myths and toward best practices  
- CLAD Packet |
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<td>10</td>
<td>Date:</td>
<td>Partnership-Oriented Practices</td>
<td>Handout 4.1: Partnership-Oriented Practices: Examples and Applications</td>
<td>-Watch • Video 4.8 Maggie and Latesha: Beginning Ground Conversation • Video 4.9 Maggie and Latesha: Middle Ground Conversation • Video 4.10 Maggie and Latesha: Firm Ground Conversation -Participate in two discussion boards: We were a hard-to-reach family</td>
<td>None</td>
<td>- Journal 10</td>
<td>-Assignment 6 -Journal 10</td>
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<td>11</td>
<td>Date:</td>
<td>Using Strengths-based Approaches to Supporting Diverse Young Learners</td>
<td>- Being black is not a risk factor: A strengths-based look at the state of the black child - America’s Hispanic children: Gaining ground, looking forward</td>
<td>-Watch A Girl Like Me (video) -Watch -Roy Firestone: A Letter to A Teacher -Participate in two discussion boards: A girl like me and Why</td>
<td>None</td>
<td>-Journal 11</td>
<td>-Assignment 8 -Journal 11</td>
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| 14 |      | Dilemmas Related to Providing Culturally and Linguistically Responsive Practices | -EARTL 221 Class 14 Handout 1 The Right Questions: Ethnographic Questions | -Watch CONNECT Video 3.1 The Teacher’s Viewpoint  
-Watch CONNECT Video 3.2 The Therapist’s Viewpoint  
-Watch I am human so I must be stereotyped  
-Participate in one discussion board: Ethnographic interviewing | None | -Journal 14 | -Assignment 7: Using Culturally and Linguistically Responsive Practices | Skilled dialogue: Strategies for responding to cultural diversity in early childhood  
Teaching Tolerance. How to implement ‘Speak Up At School’  
Speak up at school: How to respond to everyday prejudice, bias and stereotypes: A guide for teachers |
| 15 | Date | Analyze and Explain | -An Indian Father’s Plea | -Watch It’s in Every One of Us  
-Participate in one discussion board: Wind-Wolf | None | -Journal 15 | -Journal 15 | -Anti-bias education for young children and ourselves |
| 16 | Date | Final Reflection | - Respond to 3-2-1 reflection on the course. | | | | | |
This syllabus is offered as a guide; however, it is subject to change throughout the semester, as necessary.

Note: This syllabus is a summary of important course information. For details, please view the contents of all folders in the Start Here Course Information page as well as the Learning Content and Assignments page in Blackboard. Also check the Announcements page for any changes to the syllabus.