

I. COURSE DESCRIPTION:

Using the humanistic and anti-bias approach, this course explores the role of multiculturalism within the educational process. Emphasis will be placed on an awareness of the cultural components of Canadian groups and the diversity within. In order to increase knowledge, teachers must be aware of resources, services and materials appropriate for multicultural education.

II LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A. Learning Outcomes:

1. Act in a manner consistent with principles of fairness, equity, and diversity to support the development and learning of individual children
2. Develop the knowledge and skills necessary to appreciate and adjust to cultural differences
3. Acquire an awareness of geographical, cultural, social and political aspects of many different societies.

B Learning Outcomes and Elements of the Performance:

Upon successful completion of this course the student will demonstrate the ability to:

1. **Act in a manner consistent with principles of fairness, equity, and diversity to support the development and learning of individuals**

Potential Elements of the performance:

- a. recognize and express the value of diversity and commonality that exists among individuals
- b. promote an environment of mutual respect
- c. plan curriculum and develop programs that are responsive to the social and cultural needs of individual children and groups of children
- d. suggest intervention methods for promoting sensitivity to cultural and anti bias issues
- e. develop the knowledge and skills necessary to appreciate and adjust to cultural differences.

2. **Develop the knowledge and skills necessary to appreciate and adjust to cultural differences**

Potential Elements of the performance:

- a. reflect on personal biases
- b. complete readings and assignments
- c. discuss and analyse issues of bias and diversity
- d. participate in and critique the simulation of another culture

3. **Acquire an awareness of geographical, cultural, social and political aspects of many different societies**

Potential Elements of the performance:

- a. using relevant resources, research and present a particular culture and present findings to class
- b. examine various educational approaches through multi-media

III TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. Canada's Multicultural History
2. Bias, Prejudice and Discrimination
3. Teachers' Role
4. Adaptation and Integration
5. Anti-bias Curriculum
6. Multiculturalism in E.C.E.
7. Government Services, Programmes, Materials and Resources

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Text:

1. The Affective Curriculum - Teaching the Anti-Bias Approach to Young Children- Nadia Saderman Hall/Valerie Rhomberg/ 1995 Nelson Canada
2. Annual Editions E.C. E. 99/00 or 00/01 Karen Menke Paciorek, Dushkin

V. EVALUATION PROCESS/GRADING SYSTEM

Projects and Assignments	20%
Articles (3x5)	15%
Seminar Presentation/Research Application	20%
Test(s)	20%
Cultural Simulation Experience and Report	15%
Class Attendance	10%

This is a process course, and class participation is crucial.

METHOD OF ASSESSMENT (GRADING METHOD)

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	

COURSE NAME

CODE

X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Not Yet Available.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

LEARNING ACTIVITIES

In order to develop an understanding of yourself as a teacher of young children, in-class exercises and projects will be assigned as a way of examining bias, prejudice and discrimination.

Using Annual Editions or current articles, choose 3 readings dealing with Multicultural issues in E.C.E. (Format attached). First article due: **Sept. 29**. Second article due: **Oct. 27**. Third article due: **Nov. 24**.

NOTE: Articles submitted past the time frame mentioned will not be graded.

Student will prepare a typed report critiquing the experience. (Students unable to attend this simulation **need to see the professor for personalized alternative assignment**. The responsibility to discuss this with the professor belongs with the student)

Seminar/Research presentations will be presented in class (along with class summary sheet to be handed out on assigned date.) The seminar will be a thorough research of a culture of your choice, presenting it in a preschool curriculum format. A typed copy will be given to the professor for marking. (APA format)

Tests on in-class material (dates announced in class).

Late policy applies for assignments and tests: see E.C.E. Policy for details. Class presentations will not be rescheduled and the late assignment policy will not apply.