EDCI 5130, Spring 2019
Schooling in a Multicultural Society
For Early Childhood M.S. Students

University of North Texas
Department of Teacher Education and Administration

Instructor: Tran Nguyen Templeton, Ed.D. [call me Tran, rhymes with ‘tan’]
Course Meets: Online/Canvas
Office: Matthews Hall 206-R or via digital media (phone, Zoom, FaceTime, etc.)
Office Hours: By appointment or online Fridays 4:30-6:00 p.m. via the Canvas chat function
E-mail: Tran.Templeton@unt.edu (24-hour response, except on weekends)
Note on email: **When you email, include EDCI 5130 in the subject line.
Office phone: 940-565-2521

COURSE DESCRIPTION

This course, while formally entitled “Schooling in a Multicultural Society”, considers that “education” and learning occur within homes, families, communities, and classrooms/schools. We start with the idea that children enter classrooms already with deep wells of knowledge and understandings that often lie dormant as traditional (and non-traditional) schools privilege standard Eurocentric, middle-class knowledges. Children exist within unique multicultural and multilingual contexts that afford them specific, situated knowledge. In classrooms, we rarely ask them and their families to demonstrate this knowledge, but it is enacted daily, through the children’s lived experiences in their cultural communities. This course works with the concept of funds of knowledge, defined by Moll, Amanti, Neff, and Gonzalez (1992) (with the help of others) as “historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (p. 133). This notion expands well beyond “children’s interests” to a more sophisticated and deeper understanding of children’s knowledge. We will spend eight weeks exploring this idea within stories of children and families who may be familiar as well as starkly different from us. This work becomes highly relevant to teachers in classrooms today who face the challenge of how to ‘teach’ children from diverse backgrounds; I am, more than anything, calling you to learn from children and families first.

ON THE NATURE OF AN ONLINE COURSE

The assumption of this course is that schools are systemically unjust and inequitable. With that in mind, we will engage in conversations about race, class, sexuality, gender, religion, etc. that may be personal, as well as political. It is my belief that our work as teachers is never free of either domain, and as the feminist mantra goes, “The personal is political”. Because the issues we discuss may feel personal and/or political, you may find yourself uncomfortable with content, topics, and/or ideas presented by any one person on the community. It is my hope that you will contact me to discuss any of your discomfort so that we can develop a plan to move forward and engage in productive dialogue about these issues. Please remember that the digital domain often presents challenges, especially as we are unable to see each other’s facial expressions, listen for vocal tones, and see body language. If you are unsure about posting something, it’s oftentimes best to leave it aside, reflect on it, and return to it later. You can also send me a private message if you are feeling unsure about what you would like to post.
COURSE OBJECTIVES

In this course, I expect that you will each be able to:

1. Understand and apply the concept of funds of knowledge to teaching and learning;
2. Expand on notions of culture, particularly to consider how language and identity are co-constituted in relation to culture;
3. Engage in critical inquiry around children’s multicultural and multilingual identities;
4. Identify the embodied ways that children learn and know about their social worlds;
5. Develop skills of ethnographic observations, including:
   a. conducting observations that attend to multiple (material, linguistic, and socio-emotional) dimensions of cultural spaces;
   b. open coding for themes in observations;
   c. analyzing observations through expanded notions of culture;
6. And design curriculum that applies the findings from the ethnographic observations.

COURSE EVALUATION

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>25</td>
<td>Initial questionnaire</td>
</tr>
<tr>
<td>25</td>
<td>Plagiarism module/quiz</td>
</tr>
<tr>
<td>400</td>
<td>Discussion posts, including initiating activities (50 points per module for 8 modules)</td>
</tr>
<tr>
<td>50</td>
<td>Assignment #1 Identifying a site (Module 2)</td>
</tr>
<tr>
<td>75</td>
<td>Assignment #2: Hypothetical FOK analysis (Module 3)</td>
</tr>
<tr>
<td>100</td>
<td>Assignment #3: Funds of knowledge fieldnotes &amp; analysis (Module 4)</td>
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<tr>
<td>75</td>
<td>Assignment #4: Play analysis (Module 5)</td>
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<tr>
<td>100</td>
<td>Assignment #5: Final curriculum project (Module 7)</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td>850</td>
<td>Total</td>
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COURSE GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>761-850</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B</td>
<td>676-760</td>
<td>80%-89%</td>
</tr>
<tr>
<td>C</td>
<td>591-675</td>
<td>70%-79%</td>
</tr>
<tr>
<td>D</td>
<td>506-590</td>
<td>60%-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;505</td>
<td>&lt;59%</td>
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IMPORTANT DATES

Please refer to the following website for registration, drop, pass/fail, etc. dates for the accelerated online program: http://catalog.unt.edu/content.php?catoid=20&navoid=2120#spring-2019-8-week-2

03/18: First day of class
03/26-04/22: Students may drop course with a W by completing a request to drop and submitting to registrar’s office
04/05: Last day for change in pass/no pass status
04/22: Last day to drop a course
05/03: Last day to withdraw from semester. Grade of W is assigned. Process must be completed in Dean of Students office.
ASSIGNMENTS

Below are brief descriptions of the different assignments throughout the 8-week term. Please note that I prefer single-spaced writing so all indications of page numbers here are in terms of single-spaced, 1-inch margined pages. If you prefer double spacing, then you can double the page numbers listed below. Please note that I will provide you with examples for all of the assignments except for assignment #1.

Assignment 1: Identification of a cultural site
Due Sunday, March 31st at 11:59 p.m. (Module 2)
Turn in a brief (about ½ page, single-spaced) of a cultural site that you will go to observe, take notes, and analyze for funds of knowledge. This should be a site that is unfamiliar to you and that you can easily and respectfully observe. It should be tied to one of your students’ lives. For example, it may be Chucky Cheese, where your students go to play on the weekends. It can be a community center, neighborhood park, convenience store that their parents own, etc. In this description that you turn in, you should note how you will conduct your observations (Will you be a participant or just an observer? How will you ask for permission? When will you go? How will you take notes? etc.)

Assignment 2: Hypothetical funds of knowledge analysis
Due Sunday, April 7th at 11:59 p.m. (Module 3)
This assignment will be done in a small group and will give you practice analyzing for funds of knowledge as well as writing up the findings. Together you should discuss 3 themes that you find from the funds of knowledge fieldnotes that I will provide you. You’ll write a 2-3 page, single-spaced write-up of your findings. Each of the themes should provide ample evidence from the fieldnotes and should also cite the readings we have up to that point.

Assignment 3: Fieldnotes & analysis of your own funds of knowledge observation
Due Sunday, April 14th at 11:59 p.m. (Module 4)
By the beginning of module 4, you should have conducted your own observation of the cultural site you identified in Assignment #1. You will present your fieldnotes in narrative format (should be about 3-4 single-spaced pages WITH open coding) as well as your findings (2 single-spaced pages). In total, you will turn in about 5-6 single-spaced pages.

Assignment 4: Play analysis
Due Sunday, April 21st at 11:59 p.m. (Module 5)
This assignment will be done in a small group. Together you will analyze play episodes I provide you. Together you should discuss 3 themes that you find from the episodes. You’ll write a 2-3 page, single-spaced write-up of your findings. Each of the themes should provide ample evidence from the fieldnotes and should also cite the readings we have up to that point.

Assignment 5: Curriculum design based on funds of knowledge
Due Sunday, May 5th at 11:59 p.m. (Module 7)
This is your culminating project in which you will draw from Assignment 3. Based on those findings and my feedback, you should design an integrated curricular unit that demonstrates your research into the culture you observed. It should be centered around providing spaces for children to critically inquire. The design will discuss the kinds of materials, environments, and interactions that you will provide for children. This will likely be between 5 and 7 single-spaced pages.
**COURSE CALENDAR**

*The instructor reserves the right to change the course calendar, readings, and assignments.*

<table>
<thead>
<tr>
<th>Module: Dates</th>
<th>Topic</th>
<th>Readings *in recommended order</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1: March 18-24 | Funds of knowledge as a way into cultural diversity | Delpit (2006) Intro  
Moll, Amanti, Neff, & Gonzalez (1992)  
Gonzalez et al. (1995)  
Tenery (2005)  
Delpit (2006) pp. 91-104  
**Recommended:** Castro, Ayankova, & Kasprzak (2011) Ch. 1 | Tuesday at 11:59 p.m.: Initiating activity  
Friday at 11:59 p.m.: Discussion post  
Sunday at 10 a.m.: Responses to peers’ posts  
Sunday at 11:59 p.m.: Plagiarism quiz  
Initial questionnaire |
| 2: March 25-31 | Teachers going beyond our worlds | Reyes, Da Silva Iddings, & Feller (2016)  
Urrieta (2013)  
Anderson, Horton, Kendrick, & McTavish (2017) | Tuesday at 11:59 p.m.: Initiating activity  
Friday at 11:59 p.m.: Discussion post  
Sunday at 10 a.m.: Responses to peers’ posts  
Sunday at 11:59 p.m.: Assignment #1 Due |
| 3: April 1-7  
*Tran gone to conference April 4-9* | Funds of knowledge and our embodied, lived experiences | Templeton (2018)  
Morales (2019)  
Gallo & Link (2015)  
Ghiso (2016) | Friday at 11:59 p.m.: Discussion post  
Sunday at 10 a.m.: Responses to peers’ posts  
Sunday at 11:59 p.m.: Assignment #2 (Hypothetical FOK Analysis) Due |
| 4: April 8-14 | Schools and homes as knowledge-specific spaces | Heath (1982)  
Ayon (1981) | Tuesday at 11:59 p.m.: Initiating activity  
Friday at 11:59 p.m.: |
| 5: April 15-21 | Identifying funds of knowledge from children’s play and literacy practices | Brownell (2017)  
Dyson & Smitherman (2009)  
Riojas-Cortez & Flores (2009)  
Yoon (2016)  
Chesworth (2016)  
Genishi, Stires, & Yung-Chan (2001)  
Genishi (1989) | Discussion post  
Sunday at 10 a.m.: Responses to peers’ posts  
Sunday at 11:59 p.m.: Assignment #3: Funds of Knowledge Fieldnotes & Analysis Due |
| 6: April 22-28 | Funds of knowledge as a foundation for curriculum | Hedges (2015)  
Dyson (2018)  
Falchi, Axelrod, & Genishi (2014)  
Amanti (2005)  
Browning-Aiken (2007)  
Sandoval-Taylor (2005) | Discussion post  
Friday at 11:59 p.m.: Discussion post  
Sunday at 10 a.m.: Responses to peers’ posts  
Assignment: ‘Meet’ with Tran this week re: final project |
| 7: April 29-May 5 | Children’s (pop) culture and funds of knowledge | Yoon & Templeton (2019)  
Dyson (2003)  
Hedges (2011)  
Hedges, Cullen, & Jordan (2011) | Discussion post  
Friday at 11:59 p.m.: Discussion post  
Sunday at 10 a.m.: Responses to peers’ posts  
Sunday at 11:59 p.m.: Assignment #5: Curriculum Design Due |
REFERENCES


Dyson, A. H., & Smitherman, G. (2009). The right (write) start: African American language and the discourse of sounding right, Teachers College Record, 111(4), 973-998.


University Mental Health Services: I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it’s important to stay the course, it’s also important to acknowledge when you may need more support. UNT’s Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this and/or refer to the following website: https://speakout.unt.edu/content/mental-health-resources

Title IX Services: Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT’s Dean of Students’ website offers a range of resources to help support survivors, based on their needs: http://deanofstudents.unt.edu/resources. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648.

COURSE POLICIES

Canvas: We will use Canvas as the platform for the course. It is your responsibility to check Canvas for the readings, which will be uploaded there unless it is the primary text. From time to time, I may make revisions, based on the needs of the class. Those revisions will be announced on Canvas, and the appropriate changes will be made to the module.

Class Participation: Participation in an online class means showing up to post and respond to peers’ posts by assigned dates. The effectiveness of this course depends on your timely posts. You must post and respond to posts in order to receive the full credit for participation that week.

Assignments: All written assignments must be completed on time because of the intense nature of the course. If you are unable to turn in your assignment on the specified due date, please make arrangements with me ahead of time (not the weekend the assignment is due).

**All written assignments must be completed in APA style (http://www.apastyle.org/ or https://owl.english.purdue.edu/owl/resource/560/01/). You must submit assignments via Canvas. Please note that many submissions will go through Turnitin, a plagiarism checker, so make sure that your work is original.

Assignments have been intentionally assigned throughout the semester to align with the course readings and meetings. Like you, I have a full schedule that has been carefully arranged. These assignments have been assigned to time points that allow me to give you ample and timely feedback so please be respectful of this. If you turn an assignment in late, you will receive less feedback; this may have a ripple effect with other assignments that build on each other. In addition, turning
assignments in after the due date can put undue pressure on you to compensate for the tardiness, and it can put me in the unnecessary, and time-consuming, position of “keeping tabs on you”.

**Incompletes:** All assignments need to have been completed for a grade to be issued. Incompletes will not be granted, with the exception of a documented emergency.

**Integrity**

Students who submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records will be subject to charges. **Any infraction of this nature, whether it be a phrase or more, will result in a grade of a 0 (zero) for the assignment.** Please also see the department policies in the following section for more on this.

Integrity beyond question is expected of every student. Every source used to inform written work, whether expressed in quotation marks or simply integrated into the substance of the paper, accessed in print or Internet publication, must be appropriately cited. Documented plagiarism will be reported to the appropriate College official. All work submitted in this course must be the student’s own and original, which means that it has not been submitted for any other course or publication.

Plagiarism violates academic integrity (**and it also affects my personal relationship with you**). Any attempt to present someone else’s work as your own, on papers, exams, transcripts, etc. constitutes plagiarism, a form of theft and fraud. There are various forms of plagiarism of which the following are most common. It is your responsibility to ensure that you clearly distinguish between your words and ideas and those of other authors, and to understand proper ways to give credit to other authors and sources.

1. **Word-for-word plagiarism.** This includes (a) the submission of another student’s work as your own; (b) the submission of work from any source whatever (book, magazine, or newspaper article, unpublished paper, or thesis, internet) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another’s work without proper use of quotation marks and citation.

2. **Patchwork plagiarism.** This consists of piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people’s words does not constitute “original” work.

3. **Unacknowledged paraphrase.** It is perfectly legitimate to set forth another author’s facts or ideas in one’s own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper.

4. **Self-plagiarism.** Work created for a class may be turned in only for credit in that class. Attempting to receive academic credit for work done for another class is a form of academic dishonesty. Please speak with me if you are considering combining your work for this class with work for another class.
ACADEMIC DISHONESTY
Students caught cheating or plagiarizing will receive a “0” for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term “cheating” includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term ”plagiarism” includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ACCEPTABLE STUDENT BEHAVIOR
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

ACCESS TO INFORMATION – EAGLE CONNECT
Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: eagleconnect.unt.edu/

ADA STATEMENT
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at disability.unt.edu, (940) 565-4323.

ETHICAL BEHAVIOR AND CODE OF ETHICS
The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code
www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

EMERGENCY NOTIFICATION & PROCEDURES
UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

OBSERVANCE OF RELIGIOUS HOLIDAYS
If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

RETENTION OF STUDENT RECORDS
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates.

SPOT
The Student Perception of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you an opportunity to provide course feedback.

STUDENT WORK SAMPLES
To monitor students’ achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

SUCCEED AT UNT
UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. As a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, visit success.unt.edu/.
TECHNOLOGY INTEGRATION POLICY
The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist teacher candidates and practicing teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

WRITING POLICY
Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit https://ltc.unt.edu/labs/unt-writing-lab-home.

NOTICE FOR F-1 STUDENTS AND ONLINE COURSES
To read INS regulations for F-1 students taking online courses, please go to http://www.immigration.gov/graphics/services/visas.htm and select the link to “8 CFR 214.2(f)” in the table next to “F-1.” Paragraph (f)(6)(i)(G). A final rule with clarifications on the restriction can be found here: http://www.immigration.gov/graphics/lawsregs/fr121102.pdf. Refer to Section IX on page 9 with the subject header “Online and Distance Education Courses.” To comply with immigration regulations, an F-1 holder within the U. S. may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following: (1) Submit a written request to the instructor for on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office at 940-565-2195 or email international@unt.edu to get clarification before the one week deadline.