

**University of Massachusetts
Graduate School of Education**

Spring 2012

01.503 Understanding Child Development in a Diverse Society

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Conceptual Framework

Education for Transformation is the conceptual framework that unifies programs at the Graduate School of Education. The fundamental tenets of this framework are excellence, equity, collaboration and inquiry. In *Understanding Child Development in Diverse Society*, you will:

- refine your knowledge, judgment and skills in your professional field by learning how to understand students' development and boost their learning process
- promote equity of educational opportunity for all learners by learning how to provide appropriate materials and instruction for students regardless of their cultural backgrounds and academic abilities. .
- develop strategies for collaboration with others to support excellent education, and
- use inquiry and research to construct learning environments responsive to the challenges you face.

Course Objectives

The student will:

1. Display an understanding of the major theoretical frameworks of the development of children with diverse backgrounds.
2. Explain how cultural differences (not only ethnicity but also social/economic class, gender, family life and other sociocultural factors) affect development and learning
3. Demonstrate knowledge of major instructional and curricular issues associated with diversity and equality that children and teachers face in the society.
4. Demonstrate the ability to make responsive and culturally relevant pedagogical decisions.

Required Texts

Copple, C. (2003). *A world of difference: Readings on teaching young children in a diverse society*. National Association for the Education of Young Children.

Lareau, A. (2003). *Unequal childhoods: Class, race, and family life*. Los Angeles, CA: University of California Press.

*Supplemental readings will be provided in class.

Course Requirements

Attendance (Pass/Fail)
Service Learning 30 points
Initiators 10 points
Critical Reflection Journal 20 points
Peer Response 10 points
Process Paper 10 points
Final Lesson Plan 20 points

1. Attendance and Assignment Expectations (Pass/Fail)

- ✓ Students are expected to arrive promptly for every class and to call or email me in the case of an emergency. Missing class or part of a class will affect your grade. Two or more absences will constitute a failing grade.
- ✓ Students are expected to complete assignments on time; contact me in case of an emergency. Late work will not be accepted.
- ✓ Please use APA format, 12 font and double space for all written work. In addition, carefully proofread and edit before you submit your work. Points will be deducted for work that is turned in late. Please consult the course calendar for due dates.

2. Discussion Initiators (10 points)

You will be responsible for being an “initiator”: providing a reflective entry on the week’s readings including a summary of the topic, discussion questions. Please comment on important information regarding the week’s theme, what interested you, what you considered as key issues in the week’s readings, what questions you have for the class to consider (a couple of paragraphs) and resources such as websites and books that other students might want to use in order to study the topic in depth. Prepare handouts for other students. Guidelines for your reading summary will be given in advance.

When you write up your summary, remember to

- ✓ rephrase
- ✓ use quotation marks when you use quotes directly from the article and include page references. (e.g. “Language acquisition is.....” (p.13) when you cite other sources, list references using APA format.

3. Service Learning Project (30 points – 20 points for observation/parent education sessions and 10 points for family needs analysis from an parent interview)

Pre-service teachers who are taking “Child Development In A Diverse Society” in Spring 2011 will complete 10 hour service learning in a homeless shelter as part of the course requirement in order to understand child development in families in poverty. The service learning activity includes tutoring children in the shelter and assessing needs of their families in relation to child development and learning.

Students will complete four tutoring sessions with children in the shelter and family needs

analysis including a parents interview). Students will submit a folder that includes five reflection papers(1 page each) and a family need analysis journal as a product of their service learning. Specific guidelines, schedules and checklists will be provided and discussed in class.

4. Critical Response Journals (20 points—10 points each)

You will write two critical response journals that respond to course readings, class activities and other learning related to work in the class (Choose a topic for each journal. For example, one for race the other for gender). This journal will not be a mere summary of the reading and course content. It will reflect the students' ideas, insights, feelings, and experiences with this course. It may involve summarizing what the authors have written, but it goes beyond that, to giving a personal response or reaction to the content of the text and other readings. Plan for 3-4 pages.

Some guiding questions/cues that you may ask yourself as you write your reflection are:

- a) What are the main points made in this chapter, article, class discussion, activity?
- b) Does the information match with my own experience?
- c) What information is new to me?
- d) Which ideas do I already have experience with?
- e) Which ideas do I agree or disagree with?
- f) What is my personal opinion about this topic?

**** Remember to support your ideas and opinions with facts and details (from research findings, textbook and other books)

Remember, reflecting on ideas, thoughts and a topic is part of learning. Enjoy expressing your ideas. Some entries will be longer than others. How much you write may depend on your personal response to different topics. You will naturally feel more strongly about some topics than others; however, if you feel that you are unable to write much in response to any of the topics, then you may need to think more deeply, pay more attention and become more engaged.

Responses to readings from any sources related to the topics as well as from chapters in the books or feature articles can be written in the journals. In this case, include citations in APA format. Journals will be handed in to the instructor periodically during the semester, and will also be shared with fellow students who will respond to the writer's reflections. The ability to reflect in depth is an important characteristic of effective teachers.

Bring two copies of your journal for the instructor and the peer reviewer.

5. Peer Response (10 points—5 points each)

Your critical response journals will be read by your peer reviewers and you will be reading another colleague's paper. Peer reviewers' responsibility is to read the primary piece and add their voice in a conversation to the paper. Your response might include comments such as were you agree with their account of the journal, how your own personal experience bring a similar or different interpretations of the piece, and what kinds of questions might you pose to the writer?

Label this paper Peer Response to _____

6. Process Paper (10 points)

In the beginning of the course, you will develop your own definition of child development in diverse society and teachers' role in education for children with diverse backgrounds. Throughout the course, you will work on your own working definition of child development in diverse society and teachers' role in education. In your process paper, describe:

- 1) How your definitions have changed throughout the course. Compare and analyze.
- 2) What did theories, pedagogical approaches, course activities, discussions affect your changed definitions?
- 3) What did personal experiences, course activities, discussions affect your changed definitions?
- 4) How did your changed definition of child development affect your accounts of teacher's role?
- 5) How will you continue to be a thoughtful, critical and respectful educator in your classroom to support the development of children with diverse backgrounds?

7. A Lesson Plan for Culturally Relevant Teaching (20 points)

You will develop a lesson plan focusing on one of the developmental domains and a diversity topic that we discuss in the course. You must connect your lesson plan to a state standard. You can choose a grade level and a specific area such as reading and writing. With your lesson plan you need to provide a rationale for developing your lesson plan. In your rationale, you need to describe why you choose this topic and activity. Specific guidelines and rubric will be provided and discussed in class.

Course Schedule

- Syllabus is subject to change by the instructor as needed.
- **Please refer to Class Agenda for required readings and observation schedules.**

	Dates	TOPIC
Theories and Approaches	Class 1 Jan 25	Introduction & Overview
	Class 2 Feb 1	Basic Issues Theoretical Frameworks Research approaches to studying development
Genetics/Biology, Race, and Human Development	Class 3 Feb 8	Biological beginning Defining race, ethnicity and development (why are these concepts important to understand human development?)
	Class 4 Feb 15	Concerted cultivation and natural growth How can educators empower racial minority children in classroom? *Initiators
Social class and child	Class 5 Feb 22	Social structure of daily life I What's class got to do with child development?

Development Cognitive Development		Observation II (TBA, Family Literacy Center) *Initiators
	Class 6 Feb 29	Social structure of daily life II What's class got to do with child development? Language development *Initiators *Critical Response Journal #1
Language Use	Class 7 March 7	Synthesis
	Class 8 March 21	Cognitive development Families, Institutions and Development *Initiators
Gender and development, Social/emotional development	Class 9 March 28	Gender Socialization in this society: How girls and boys are treated in classroom and society. Teaching gender in classrooms *Initiators
	Class 10 April 4	Social/Emotional Development Issues of Religion *Critical Response Journal #2
Families, Institutions, and Development/Culturally Relevant Teaching	Class 11 April 11	Synthesis
	Class 12 April 18	Culturally Relevant Teaching I * Process Paper Due
Culturally Relevant Teaching & Development	Class 13 April 25	Culturally Relevant Teaching II
	Class 14 May 2	Final Project Presentation (Lesson Plan)

Course Grading System

Although specific grading guidelines may be provided for some of the assignments, the overall grading system for the course is based on the system below. Please note that the UMass system now uses the A+ to B system for graduate standard work.

<i>Grade</i>	<i>GPA</i>	<i>Point structure</i>	<i>Comment</i>
A+	4.0	99-100 %	Work of the highest professional standard demonstrating independent and exemplary performance
A	4.0	96-98 %	Excellent work demonstrating independent and high quality performance.
A-	3.7	91-95 %	Very good work, indicating consistent and careful thought and attention to the task, but requiring some areas of improvement.
B+	3.3	86-90 %	Good work, carefully executed for the most part, yet requiring several areas of improvement.
B	3.0	80-85 %	Work of graduate standard, but omissions exist or

			careful analysis is not evident.
Below Graduate Standard			
B-	2.7	76-79 %	Effort is evident, but work indicates lack of understanding of the demands of the task
C+	2.3	70-75 %	Poor quality work with little attention to detail and the demands of the task.
C	2.0	65-69 %	Work of very poor quality, indicating no understanding of the depth of analysis required.
F	0.0	Below 65 %	Serious neglect or evidence of cheating.

DEFINITIONS OF ACADEMIC DISHONESTY AND PROHIBITED ACADEMIC PRACTICE AND BEHAVIOR

The following definitions are provided for the information of all students and constitute official notice of prohibited academic practice and behavior.

Cheating is defined as:

1. Misrepresenting academic work which has been done by another as one's own efforts - whether such misrepresentation has been accomplished with or without the permission of the other individual;
2. Utilization of prohibited assistance (whether in the nature of a person or a resource) in the performance of assignments and examinations;
3. Copying of another person's work or the giving or receiving of information or answers by any means of communication during an examination;
4. Utilization of the services of a commercial term paper company;
5. The unauthorized or fraudulent acquisition and or use of another's academic property.

Plagiarism is defined as:

1. Direct quotation or word-for-word copying of all or part of the work of another without identification or acknowledgment of the quoted work;
2. Extensive use of acknowledged quotation from the work of others which is joined together by a few words or lines of one's own text;
3. An unacknowledged abbreviated restatement of someone else's analysis or conclusion, however skillfully paraphrased.

Non-Academic Misconduct

Improper conduct or behavior of graduate students is subject to the University of Massachusetts Lowell Student Conduct Code and Judicial Process. Copies of this document may be obtained from the Dean of Students Office, Cumnock Hall.