

ELEMENTARY EDUCATION IN MULTICULTURAL SETTINGS (ELEDM)

ELEDM 395: **SPECIAL TOPICS**

2 Credits/Maximum of 6

Prerequisite: C I 295 , EDPSY014 , EDTHP115; Concurrent: SPLED444, ELEDM400 , ELEDM401A , or ELEDM402
Writing Across the Curriculum

ELEDM 400: Schools, Families and Communities

3 Credits

Cultural and ethnic dimensions of family-school-community communications and the resultant impact on student-teacher relations. ELEDM 400 Schools, Families and Communities (3) This course examines the cultural and ethnic dimensions of multicultural schools, families, and communities. It examines some of the contextual challenges of multicultural schools in several communities and their impact upon students and teachers. In response to these challenges, the course explores specific strategies for making classrooms responsive to diverse learners. Thus, the course is designed to help prospective teachers begin to formulate a comprehensive understanding of the challenges facing diverse learners and develop knowledge-based responses to those challenges that promote success for the learners. A major emphasis of the course is upon the strengths of diverse learners and the school's responsibility for building upon those strengths in order to enhance student learning. This course also emphasizes the importance of families, schools, and communities working together to support students' development. It is expected that this course will help prospective teachers develop understandings, skills, and positive attitudes that will enable them to work successfully with diverse learners in the elementary grades. This course requires extensive reading, in-class discussion, writing, research, and weekly field experiences. The latter provides opportunities to observe and interview teachers and work closely with small groups of students. Readings may include chapters from texts, scholarly articles, and materials from appropriate web sites. After readings, analysis and discussion, students will conduct a final research project that includes a research paper and an oral presentation. The purpose of the project is to provide a description and analysis of a multicultural community. The paper must include a detailed history of the community, a description of the community today, major changes that have taken place and their impact upon the quality of life for its residents. This project provides students an opportunity to discover first hand the nexus between schools and communities. Students must present their research in class during the last week of the semester. Because of the interactive nature of the class, active participation is expected. As the first required major course in the Elementary Education in Multicultural Settings (ELEDM) program, it contributes to the body of knowledge and the practicum courses designed for students interested in working with multicultural learners. This course is offered fall semester only at the Delaware Campus. Because of the weekly field experiences, the interactive nature of the class, and the need to provide students with detailed feedback on their assignments, class size should not exceed 20-25. Student performance will be assessed by objective midterm

and final examinations; projects showing extensions and applications; student participation in class; and practicum assessment (concurrent).

Prerequisite: C I 295 , EDPSY014 , EDTHP115 , 6 credits of social/behavioral sciences; Concurrent: EDTHP411 , ELEDM395W

ELEDM 401A: Teaching Reading in Multicultural Elementary Schools

3 Credits

An exploration of current research, practices, strategies and materials in the development of reading skills in multicultural schools. ELEDM 401A Teaching Reading in Multicultural Elementary Schools (3) This course provides an exploration of current research, practices, strategies and materials in the development of reading skills in multicultural elementary schools. The development of literacy skills is fundamental to learning at the elementary school level. Thus, it is critical that prospective teachers develop the knowledge, skills, and attitudes that foster the development of successful strategies for teaching reading skills. Among the topics explored in the course are: principles of reading instruction, balanced literacy instruction, word identification strategies, directed reading activities, comprehension strategies, guided reading, language experience activities, and literature-based reading programs. Particular emphasis is given to cultural and linguistic diversity, learning differences/special needs/gifted. A major requirement of the course is the development of lesson plans for teaching reading. Lesson plans must incorporate state literacy standards. Students are expected to implement some of their reading plans during their weekly field experiences and receive feedback from their mentor teacher as well as their university supervisor. It is the combination of intensive coursework and concurrent field experiences that enable prospective teachers to acquire some of the knowledge, skills, and attitudes needed to successfully teach diverse learners. This course is part of a three-course literacy focused program of study: ELEDM 401A, TEACHING READING, ELEDM 401B TEACHING LANGUAGE ARTS, and ELEDM 401C CHILDREN'S LITERATURE. Each of these courses is taken during the spring semester of the junior year along with the field experience course. They contribute to the body of knowledge and the practicum courses designed for students interested in working with multicultural learners. The objectives of ELEDM 400, 401A, 401B, 401C, 402, and 403 are consistent in that each course develops understandings, skills, and positive attitudes toward the multicultural/urban/multilingual learner. From the research literature on theoretical and pedagogical orientations, ELEDM students acquire a theoretical appreciation of a research base, unique to each of the ELEDM courses, that permits knowledge-based responses to special contextual problems. In addition, processes inherent in multicultural schooling, committees, and related institutions highlight the impacts of these orientations on multicultural learners. Finally, the courses identify the implications of these orientations for schools, families, programs, staff development, the assessment of children, and the reporting of assessment of results. Because of the weekly field experiences, the interactive nature of the class, and the need to provide students with detailed feedback on their assignments, class size should not exceed 20-25. This course is offered during the spring semester. Student performance will be assessed by objective midterm and final examination; projects showing extensions and applications; student participation in class; and practicum assessment (concurrent).

Prerequisite: ELEDM400; Concurrent: ELEDM395W, ELEDM401B , ELEDM401C

ELEDM 401B: Teaching Language Arts in Multicultural Elementary Schools

3 Credits

An exploration of current research, practices, strategies and materials in the development of language arts skills in multicultural schools. ELEDM 401B Teaching Language Arts in Multicultural Elementary Schools (3) This course explores current research, practices, strategies, and materials in the development of language arts in multicultural schools. The course enables prospective teachers to apply research in literacy to the development of teaching methods in the language arts. The course emphasizes the principles, problems, materials, and techniques involved in teaching reading, writing, listening, and speaking in the elementary schools. Particular attention is given to the nature of literacy development and teaching language arts in multicultural schools. This course requires extensive reading, discussion, writing, research, and weekly field experiences. The latter provides opportunities to observe teachers and work closely with small groups of students on a variety of language arts activities. Readings may include chapters from texts, scholarly articles, and materials from appropriate web sites. After readings, analysis and discussion, students will conduct a final research project explaining how they will teach language arts. Their paper must summarize relevant research and ideas from the course and describe how they plan to teach listening, reading, speaking, and writing. Finally, students must describe a lesson they taught at their practicum site. Students are also expected to develop a thematic unit and present it in class. This course is part of a three-course literacy focused program of study: ELEDM 401A, TEACHING READING, ELEDM 401B TEACHING LANGUAGE ARTS, and ELEDM 401C CHILDREN'S LITERATURE. Each of these courses is taken during the spring semester of the junior year along with the field experience course. They contribute to the body of knowledge and the practicum courses designed for students interested in working with multicultural learners. The objectives of ELEDM 400, 401A, 401B, 401C, 402, and 403 are consistent in that each course develops understandings, skills, and positive attitudes toward the multicultural/ urban/ multilingual learner. From the research literature on theoretical and pedagogical orientations, ELEDM students acquire a theoretical appreciation of a research base, unique to each of the ELEDM courses, that permits knowledge-based responses to special contextual problems. In addition, processes inherent in multicultural schooling, committees, and related institutions highlight the impacts of these orientations on multicultural learners. Finally, the courses identify the implications of these orientations for schools, families, programs, staff development, the assessment of children, and the reporting of assessment of results. Because of the weekly field experiences, the interactive nature of the class, and the need to provide students with detailed feedback on their assignments, class size should not exceed 20-25. This course is offered during the spring semester. Student performance will be assessed by objective midterm and final examination; projects showing extensions and applications; student participation in class; and practicum assessment (concurrent).

Prerequisite: ELEDM400; Concurrent: ELEDM395W, ELEDM401A , ELEDM401C

ELEDM 401C: Teaching Children's Literature in Multicultural Elementary Schools

3 Credits

Survey of children's literature with an emphasis on multicultural literature and its application in multicultural elementary classrooms. ELEDM 401C

Teaching Children's Literature in Multicultural Elementary Schools (3) This course provides a survey of children's literature with a particular emphasis upon multicultural literature and its application in elementary classrooms. This course enables prospective teachers to recognize books that appeal to children, analyze and evaluate children's literature, use literature to affirm cultural diversity, develop greater sensitivity to biases and cultural assumptions in children's books, and learn about significant authors, illustrators and trends in the field of children's literature. Readings, class discussions, and weekly field experiences provide some of the major learning experiences of the course. In addition, students are expected to create book files consisting of five children's books from each of six genre (i.e. picture books, poetry, fantasy, contemporary realistic fiction, and non-fiction). To improve their reading skills, students are required to perform a dramatic reading and tape themselves reading a children's book. This course is part of a three-course literacy focused program of study: ELEDM 401 A, TEACHING READING, ELEDM 401B TEACHING LANGUAGE ARTS, and ELEDM 401C CHILDREN'S LITERATURE. Each of these courses is taken during the spring semester of the junior year along with the field experience course. They contribute to the body of knowledge and the practicum courses designed for students interested in working with multicultural learners. The objectives of ELEDM 400, 401A, 401B, 401C, 402, and 403 are consistent in that each course develops understandings, skills, and positive attitudes toward the multicultural/ urban/ multilingual learner. From the research literature on theoretical and pedagogical orientations, ELEDM students acquire a theoretical appreciation of a research base, unique to each of the ELEDM courses, that permits knowledge-based responses to special contextual problems. In addition, processes inherent in multicultural schooling, committees, and related institutions highlight the impacts of these orientations on multicultural learners. Finally, the courses identify the implications of these orientations for schools, families, programs, staff development, the assessment of children, and the reporting of assessment of results. Because of the weekly field experiences, the interactive nature of the class, and the need to provide students with detailed feedback on their assignments, class size should not exceed 20-25. This course is offered during the spring semester. Student performance will be assessed by objective midterm and final examination; projects showing extensions and applications; student participation in class; and practicum assessment (concurrent).

Prerequisite: ELEDM400; Concurrent: ELEDM395W, ELEDM401A , ELEDM401B

ELEDM 402: Teaching and Assessment in Multicultural Elementary Schools

3 Credits

Multicultural education; elementary education; pluralistic pedagogical foundations, assessment, child's play, instrumental activities, State/ Federal initiatives, and parent programs. ELEDM 402 Teaching and Assessment in Multicultural Elementary Schools (3) This course examines growth characteristics of diverse learners in elementary schools, successful pluralistic pedagogical strategies used in multicultural schools, and the use of appropriate qualitative and quantitative assessment techniques. The latter is a particularly timely topic given the current frenzy over high-stakes tests at both the State and Federal levels and their resultant impact upon student achievement especially in largely poor and minority communities. Special attention is given to the importance of using developmentally appropriate instructional and assessment strategies. This course requires extensive reading, in-class discussion, writing, research, and weekly field experiences. The latter provides opportunities to observe and interview

teachers and work closely with small groups of students. Readings may include chapters from texts, scholarly articles, and materials from appropriate web sites. After readings, analysis and discussion, students will conduct a final research project that synthesizes what they've learned over the course of the semester. The objectives of ELEDM 400, 401A, 401B, 401C, 402, 403 are consistent in that each course develops understandings, skills, and positive attitudes toward the multilingual/multicultural learner. From the research literature on theoretical pedagogical orientations, ELEDM students acquire a theoretical appreciation of a research base, unique to each of the ELEDM courses, that permits knowledge-based responses to special contextual problems. In addition, processes inherent in multicultural schooling, committees, and related institutions highlight the impacts of these orientations on multicultural learners. Finally, the courses identify the implications of these orientations for schools, families, programs, staff development, the assessment of children, and the reporting of results. As a required course in the ELEDM program, this course contributes to the body of knowledge and the practicum courses designed for students interested in working with multicultural learners. This course complements other major courses in ELEDM program and does not duplicate other courses. This course is offered fall semester only. Because of the weekly field experiences, the interactive nature of the class, and the need to provide students with detailed feedback on their assignments, class size should not exceed 20-25. Student performance will be assessed by objective midterm and final examinations; projects showing extensions and applications; student participation in class; and practicum assessment (concurrent).

Prerequisite: A ED 303 ; MUSIC241 , ELEDM400; Concurrent: ELEDM395W

ELEDM 403: Using Science and Mathematics Knowledge and Assessment in Urban Settings

6 Credits

Knowledge, skills, and assessment pertaining to science and mathematics education in urban schools.

Prerequisite: CMPSC101 , MATH 200 , ELEDM400 , and 9 credits of natural sciences; Concurrent: ELEDM395W

ELEDM 496: Independent Studies

1-18 Credits/Maximum of 18

Creative projects, including research and design, that are supervised on an individual basis and that fall outside the scope of formal courses.