

Basic Course Information

Semester:	Spring 2020	Instructor Name:	Yvonne Salgado
Course Title & #:	CDEV 107 Teaching in a Diverse Society	Email:	Yvonne.salgado@imperial.edu
CRN #:	20659	Webpage (optional):	
Classroom:	201	Office #:	
Class Dates:	2/19 to 6/10	Office Hours:	(n/a for PT Faculty) See me
Class Days:	Wednesday	Office Phone #:	Cell phone 760-235-8431
Class Times:	6:00 to 9:10	Emergency Contact:	CFCS Secretary: 760-355-6232
Units:	3		

Course Description

Examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Course includes self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling. (CSU)

Student Learning Outcomes

1. Critique theories and review multiple impacts on young children's social identity.
2. Critically assess the components of linguistically and culturally relevant, inclusive, age appropriate, anti-bias approaches in promoting optimum learning development.
3. Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.
4. Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Course Objectives

- A. Understand the nature and processes of systemic and internalized privilege and oppression and their impacts on children's identity development and learning.
- B. Identify and assess the overt and covert ways in which stereotypes and prejudice are learned.
- C. Explore the unique and overlapping issues in racism, sexism, classism, heterosexism, ableism, and ethnocentrism as they relate to children and to early childhood settings.
- D. Explore and define issues of cultural identity including factors such as language, ethnicity, religion, immigration, and economic class - in relationship to children, families, and early childhood settings.

- E. Define and assess the impacts of factors such as language, ethnicity, religion, immigration, and economic class in the personal history of the student and the subsequent impact on teaching young children and families.
- F. Plan classroom environments, materials and approaches to effectively promote pride in one's own identity and delight and respect for social diversity.
- G. Demonstrate strategies for helping children negotiate and resolve conflicts caused by cultural, class and gender differences, with a focus on using anti-bias approaches in the classroom.
- H. Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.
- I. Describe a variety of strategies for creating partnerships with parents through building mutual, collaborative relationships, and to challenge bias and injustice in the lives of their children.
- J. Review professional ethics and responsibilities and legal implications of bias, prejudice and/or exclusion.
- K. Identify teacher's roles and responsibilities in creating a more just world for every child.

Textbooks & Other Resources or Links

1. Gollnick, Donna M. & Chinn, Philip C. (2013). *Multicultural Education in a Pluralistic Society*, 9th Ed.
ISBN - 13 : 978 - 0 - 13 - 703509 - 0
ISBN - 10 : 0 - 13 - 703509 - 8
2. Supplemental text: *Anti-Bias Education for Young Children and Ourselves*, Author: Derman-Sparks, Louise & Edwards, Julie, 2nd Ed 978-1928896678 (This text is not required, but will serve as a helpful resource)

Course Requirements and Instructional Methods

Grades will be based upon class participation, attendance and completion of assignments, pop quizzes, quizzes, and tests throughout the semester. All material presented in the text, study guide, videos, and handouts will be part of the evaluation process.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives	
CLASS ASSIGNMENTS	POINT VALUE
Participation 15x3	45 points
Cultural Autobiography Assignment	50 points
Current Event Assignment	10 points
Gender/Media Assignment	10 points
Special Needs Assignment	10 points
Interview Paper	50 points
Group Presentation	10 points
Journal Reflections - 1 for each chapter (10x5)	50 points
Cultural Plunge Assignment	15 points
Mid-Term and Final Exam (50x2)	100 points
Total Points	350 points

Grade
A=90%-100% (315-350)
B=80%-89% (280-314)
C=70%-79% (245-279)
D=60%-69% (210-244)
F=59% and below (243 and below)

Participation points include class discussion, small group discussions, and class activities. **If you are not present for class, you will not receive your participation points for that day.**

Journal Reflection Papers: Reflection papers should be a minimum of a **one-page reflection** based on questions, videos, reading and/or group or class discussion for each chapter. All reflection papers will be completed and turned in during class time. Students must be present in order to receive credit. Each reflection paper is worth 5 points for a total of (5 x 10) 50 points.

Your cultural autobiography assignment will be accumulative. At the end of each chapter, you will answer reflective questions about yourself. These questions will be completed during class. Your answers in your reflection papers will assist you with the development of the cultural autobiography assignment.

*Interview/paper = 50 pts.

** (Must complete the Interview paper to receive a C or higher in the course)

** CDEV 200 portfolio requirements: Interview/topic paper encompasses PLO's 1,4,7,8

Cultural Autobiography assignment encompasses PLO 3. Current Event assignment encompasses PLO 7. Special Needs assignment encompasses PLO's 2, 4, 7. Group Project encompasses PLO 2, 4.

All assignments should be typed or written legibly in blue or black ink.

No assignments or projects will be accepted late. They are due on the date assigned. Every student has the same chance to prepare for quizzes and tests. If you miss a test and have extra time to study, it is unfair to those

students who took the test on time. In order to make up a test, quiz or assignment you must show proof for the absence (doctor's note, hospitalization paperwork, etc.) and it must be approved by the instructor. Regardless of the reason for a missed test, all missed quizzes and tests must be made up within a week of when your class took that test. Make-ups are to be scheduled with me in advance. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan your schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test before the scheduled time.

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 February 19	Introduction, Chapter 1 Foundations of Multicultural Education	Safe Keeper Box, Class Agreements, Review Syllabus, APA Format, Explain Cultural Plunge Assignment
Week 2 February 26	Finish Chapter 1 Explain Current Event Assignment	Pages 1-35
Week 3 March 4	2 Race and Ethnicity	Pages 36-73
Week 4 March 11	Chapter 3 Class and Socioeconomic Status Explain Gender/Media Assignment	Pages 74-107 Current Event Assignment Due
Week 5 March 18	Chapter 4 Gender	Pages 108-141
Week 6 March 25	Chapter 5 Sexual Orientation/Video	Pages 142-171 Gender/Media Assignment Due
Week 7 April 1	Chapter 6 Exceptionality Explain and work on Special Education Assignment	Pages 172-205
Week 8 April 8	Finish Chapter 6 Guest Speaker Explain Interview assignment	Review for Mid-Term (chapters 1—6)
Week 9 April 15	Spring Recess (no class) Enjoy!	
Week 10 April 22	Mid-Term	Special Education Assignment Due
Week 11 April 29	Chapter 7 Language	Pages 206-235
Week 12 May 6	Chapter 8 Religion Explain Cultural Autobiography and group presentation assignments	Pages 236-277 Assign groups for presentations Interview Assignment Due
Week 13 May 13	Chapter 9 Geography	Pages 278-315 Work in group
Week 14 May 20	Chapter 10 The Youth Culture	Pages 316-347 Work in group Cultural Plunge Assignment Due
Week 15 May 27	Test Chapters 7-10	
Week 16 June 3	Cultural Autobiography Presentation	Cultural Autobiography Assignment Due
Week 17 June 10	Group Project Presentations	Group Project Presentations/Ethnic Potluck

Tentative, subject to change without prior notice