



Basic Course Information

Semester:	Fall 22	Instructor Name:	David Scott Sheppard
Course Title & #:	CDEV 107 Teaching in a Diverse Society	Email:	david.sheppard@imperial.edu
CRN #:	10537	Webpage (optional):	N/A
Classroom:	2423	Office #:	2201
Class Dates:	8/15-12/10	Office Hours:	11:15-12:15 M, W, 10:00-11:00 Tues/Thur. .On- campus (room 2201) ond Zoom-
Class Days:	MW	Office Phone #:	760 355 6397
Class Time:	09:40-11:05	Emergency Contact:	CFCS Secretary: 760-355-6232
Units:	3	Class Format:	On Campus

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. (C-ID: ECE 230) (CSU)

Course Prerequisite(s) and/or Corequisite(s)

No Prerequisite

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Examine the impact of various societal influences on the development of children's personal and social identity.
2. Identify the influence of the teacher's own life experiences on teaching approaches and interactions with children and families.
3. Describe the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.

Course Objectives



Upon satisfactory completion of the course, students will be able to:

1. Describe historical and current perspectives on diversity and inclusion.
2. Identify and differentiate between various forms and types of diversity.
3. Discuss how stereotypes, bias, discrimination, systemic oppression, and internalized privilege influences children's learning, development, and school experience.
4. Describe strategies to promote an inclusive and anti-racist classroom community.
5. Reflect on the relationship between one's own experiences, values of implicit and explicit biases both positively and negatively on one's teaching and learning.
6. Describe and discuss the integral role in and effects of teachers, family, culture, and the community on the development of social identity.
7. Describe appropriate teaching strategies, potential curriculum, and pedagogical modifications to help all young children access and benefit from the curriculum.
8. Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness for infants, toddlers, preschoolers and children through the early primary years.
9. Identify approaches to help children negotiate and resolve conflict related to social injustice and bias.
10. Describe strategies to build collaborative, respectful partnerships with families.

Textbooks & Other Resources or Links

Esquivel, K., Elam, E., Paris, J., & Tafoya, M. (2020). **The Role of Equity and Diversity in Early Childhood Education**, College of the Canyons Publishing. [The_Role_of_Equity_and_Diversity_in_Early_Childhood_Education](#) **This is a free text on-line.**

Course Requirements and Instructional Methods

Grades will be based upon class participation, 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	15 points
Cultural item share	5 points
Cultural Autobiography Assignment	15 points
Current Event Assignment	5 points
Gender/Media Assignment	5 points



Cultural 'Plunge'	5 points
Special Needs Assignment	5 points
Interview Paper _____	50 points
Ethnic Group Presentation	10 points
Journal Reflections	50 points
Discussions (may be in-class on Canvas) 5 @ 3PTS	15 Points
Mid-Term and Final Exam (50 x 2)	70 points
Quizzes / Exams— 2 @5 PTS=	10 points

TOTAL Points: = 260

Grade

A=90%-100%

B=80%-89%

C=70%-79%

D=60%-69%

F=59% and below (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: Journal Reflection papers should be a minimum of a one-half to one-page reflection based on PowerPoint, videos, readings and/or group or class discussion. The reflection papers will be completed and submitted on Canvas by due date. Each reflection paper is worth 5 points for a total of (5x7) 35 points.

Your cultural autobiography assignment will be accumulative, influenced by your Journal Reflections.

Your Journal Reflection Papers will assist you with the development of your cultural autobiography assignment.

*Interview/paper = 50 points. ** (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 PLO7. Special Needs assignment encompasses PLO's 2, 4, 7.

Group Project encompasses PLO 2, 4. All assignments should be typed and submitted on-line through Canvas.

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

Course Policies

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 fieldtrips) will be counted as 'excused' absences.

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



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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. 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 CAP S or multiple exclamation marks (!!!!)].

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 in IVC classroom

[Describe other policies such as attendance, academic honesty, netiquette, expected classroom behavior, etc.]

Other Course Information

[Optionally, include other necessary information.]



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IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

[Provide a tentative overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format as in the example below may be used for this purpose.]

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 15/17	Syllabus & Introduction Chapter 1: Looking at Diversity, Equity and Inclusion	Review Syllabus Review APA Format Read Pages 9-19 Review Cultural Item Share Complete Discussion1
Week 2 August 22/24	Chapter 2: The Importance of Culture Chapter 1-15 continued Chapter 16 - Biology of Mind	Read Pages 20-27 Journal Reflection 1 Begin Item share Review Current Event Assignment
Week 3 August 29/31	Chapter 8: Race, Ethnicity, and Language Chapter 15: The Influences of Stereotypes, Prejudice, and Discrimination Paper: Distinguishing myth from science during first 2 years of life.	Read Pages 164-176 Read Pages 88-99 Journal Reflection 2
Week 4 September 5 Holiday September 7	Chapter 9: Diverse Family Structures Chapter 10: Socioeconomic Status of Families	Read Pages 100-105Read Pages 106-113 Discussion2 Journal Reflection 3 Review Gender/Media Assignment Quiz 1 Current Event Assignment Due
Week 5 September 12/14	Chapter 3: The Development of Identity in Children Chapter 12: Gender in Young Children Module	Read Pages 28-32 Read Pages 121-131Complete Journal Reflection 4
Week 6 September 19/21	Chapter 4: Teachers' Professional Identity and Becoming Equity Minded Chapter 14: The Relationship Between One's Experience and the Development of Personal Bias Module/Video	Read Pages 35-39 Read Pages 144-163Complete Journal Reflection 5 Gender/Media Assignment Due
Week 7 September 26/28	Chapter 11: Families of Children with Special Needs or Special Health Care Needs	Read Pages 114-120 Complete Discussion 3 Journal Reflection 6

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Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
		Review Special Education Assignment
Week 8 October 3/5	Mid-Term On-Line	Chapters 1, 2, 3, 4, 8, 9, 10, 11,12, 14, &15 Cultural Plunge Due
Week 9 October 10/12	Chapter 5: Developmentally, Culturally, and Linguistically Appropriate Classroom Environments, Materials, and Approaches Module	Read Pages 40-61 Journal Reflection 7 Special Education Assignment Due
Week 10 October 17/19	Chapter 13 Religion in Families Read Module	Pages 132-142 Complete Discussion 4 Journal Reflection 8 Review Interview Assignment
Week 11 October 24/26	Chapter 6 Multiculturalism and Social Justice in the Classroom: Using Anti-Bias Curriculum	Read Pages 63-77 Complete Review Cultural Autobiography and Ethnic presentation assignments Interview Assignment Due
Week 12 October 31/ Nov 2	Chapter 7 Effectively Negotiating and Resolving Conflict Related Issues of Diversity	Read Pages 79-87 Complete Discussion 5 Quiz 2 188 Cultural Cultural Autobiography and Presentation Due
Week 13 November 7/9	Chapter 16 The History and Influence of Systemic, Internalized Privilege and Oppression	Read Pages 177-188 Cultural Cultural Autobiography and Presentation Due
Week 14 November 14/16	Submit Cultural Autobiography and Video Presentation	Ethnic Presentations Due
November 21/23	Thanksgiving Break!	
Week 15 November 28/30	Ethnic Presentations	Ethnic Presentations Due
Week 16 Dec 5	Final Day Monday Dec 5 In CLASS	Final

Subject to change without prior notice