



Basic Course Information

Semester:	Spring 2025	Instructor Name:	Yvonne Salgado
Course Title & #:	CDEV 107 Teaching in a Diverse Society	Email:	Yvonne.salgado@imperial.edu
CRN #:	20345	Webpage (optional):	
Classroom:	Online	Office #:	
Class Dates:	2/ 10 – 6/ 6	Office Hours:	(N/A for PT Faculty) e-mail or text me.
Class Days:	Online	Office Phone #:	760-235-8431
Class Times:	Online	Emergency Contact:	CFCS Secretary: 760-355-6232
Units:	3	Class Format/Modality:	On-line

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. The course includes self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling. (CSU)

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

No Prerequisite.

Learning Outcomes

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 on children and families.
3. Describe the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.

Course Objectives

Describe historical and current perspectives on diversity and inclusion.

Identify and differentiate between various forms and types of diversity.



Discuss how stereotypes, bias, discrimination, systemic oppression, and internalized privilege influences children's learning, development, and school learning.

Describe strategies to promote an inclusive and anti-racist classroom community.

Reflect the relationship between one's own relationship, values of implicit and explicit biases both positively and negatively on one's teaching and learning.

Describe and discuss the integral role in and effects of teachers, family, culture, and the community on the development of social identity.

Describe appropriate teaching strategies, potential curriculum, and pedagogical modifications to help all young children access and benefit from the curriculum.

Evaluate classroom environments, material, and approaches for developmental, cultural, and linguistic appropriateness for infants, toddlers, preschoolers and children through their early primary years.

Identify approaches to help children negotiate and resolve conflict related to social injustice and bias.

Describe strategies to build collaborative, respectful partnership 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 on-line text.

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.

What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>



2. If you'd like to access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

Course Grading Based on Course Objectives

CLASS ASSIGNMENTS	POINT VALUE
Discussion Points 10x4	40 points
Cultural Autobiography Assignment	50 points
Cultural Identity Video Presentation	15 points
Current Event Assignment	10 points
Gender/Media Assignment	10 points
Special Needs Assignment	10 points
Interview Paper	50 points
Ethnic Group Assignment	10 points
Journal Reflections (9x5)	45 points
Cultural Plunge Assignment	10 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)	

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 for each module. The reflection paper will be completed and submitted on a weekly basis. Each reflection paper is worth 5 points for a total of (5 x 9) 45 points.

Your cultural autobiography assignment will be accumulative. Your Journal Reflection Papers will assist you with the development of your 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. Ethnic Presentation PLO 2, 4.

All assignments should be typed and submitted on-line through Canvas

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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. To make up a test, quiz or assignment you must show proof of 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 take tests as scheduled. If you are not present 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.

Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through *DSPS*, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

Course Policies

Attendance

- A student who fails to attend the first week of 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 another's work and recognize the importance 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, 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



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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.

How do I show academic honesty and integrity in an online “classroom”?

KEEP YOUR PASSWORDS CONFIDENTIAL.

You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.

COMPLETE YOUR OWN COURSEWORK.

When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

Copying from others on a quiz, test, examination, or assignment;

Allowing someone else to copy your answers on a quiz, test, exam, or assignment;

Having someone else take an exam or quiz for you;

Conferring with others during a test or quiz (if the instructor didn’t explicitly say it was a group project, then he/she expects you to do the work without conferring with others);

Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;

Excessive revising or editing by others that substantially alters your final work;

Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);

Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at finaid@imperial.edu.

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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 February 10-16	Review Module 0 and Module 1, Review Syllabus, Review APA Format in Module 0, and read Chapter 1: Looking at Diversity, Equity, and Inclusion, Review Cultural Plunge Assignment.	Module 0 Module 1 Read Pages 9-19 Discussion 1
Week 2 February 17-23	Chapter 2: The Importance of Culture	Module 2 Read Pages 20-27 Discussion 2 Journal Reflection 1 Due
Week 3 February 24-March 2	Chapter 8: Race, Ethnicity, and Language Chapter 15: The Influences of Stereotypes, Prejudice, and Discrimination Review Current Event Assignment	Read Pages 88-99 Read Pages 164-176 Discussion 3 Journal Reflection 2 Due
Week 4 March 3-9	Chapter 9: Diverse Family Structures Chapter 10: Socioeconomic Status of Families	Read Pages 100-105 Read Pages 106-113 Discussion 4 Journal Reflection 3 Due
Week 5 March 10-16	Chapter 3: The Development of Identity in Children Chapter 12: Gender in Young Children Module Review Gender/Media Assignment	Read Pages 28-32 Read Pages 121-131 Discussion 5 Journal Reflection 4 Due Current Event Assignment Due
Week 6 March 17-23	Chapter 4: Teachers' Professional Identity and Minded Chapter 14: The Relationship Between One's Experience Development of Personal Bias/Video	Read Pages 35-39 Read Pages 144-163 Discussion 6 Journal Reflection 5 due
Week 7 March 24-30	Chapter 11: Families of Children with Special Needs or Special Health Care Needs Review Special Education Assignment	Read Pages 114-120 Discussion 7 Journal Reflection 6 due Gender/Media Assignment Due
Week 8 March 31-April 6	Mid-Term	Chapters 1, 2, 3, 4, 8, 9, 10, 11, 12, 14, & 15
Week 9 April 7-13	Chapter 5: Developmentally, Culturally, and Linguistically Appropriate Classroom Environments, Materials, and Approaches Review Interview Assignment	Read Pages 40-61 Discussion 8 Journal Reflection 7 Due Special Education Assignment Due
Week 10 April 14-20	Chapter 13 Religion in Families Review Cultural Autobiography Assignment Review Cultural Identity Video Presentation Review Ethnic Group Assignment	Read Pages 132-142 Discussion 9 Journal Reflection 8 Due
Week 11 April 20-27	Spring Break	



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Week 12 April 28-May 4	Chapter 6 Multiculturalism and Social Justice in the Classroom: Using Anti-Bias Curriculum	Read Pages 63-77 Interview Assignment Due
Week 13 May 5-11	Chapter 7 Effectively Negotiating and Resolving Conflict Related Issues of Diversity	Discussion 10 Journal Reflection 9 Due
Week 14 May 12-18	Chapter 16 The History and Influence of Systemic, Internalized Privilege and Oppression	Read Pages 177-188 Cultural Plunge Assignment Due
Week 15 May 19-25	Ethnic Group Assignment	Ethnic Group Assignment Due
Week 16 May 26-1	Submit Cultural Autobiography and Cultural Identity Presentations	Cultural Autobiography and Cultural Item Video Presentation Due
Week 17 June 5	Final	

*****Subject to change without prior notice*****