



### Basic Course Information

Semester:	<b>Spring 25</b>	Instructor Name:	<b>David Scott Sheppard</b>
Course Title & #:	<b>CDEV 107 Teaching in a Diverse Society</b>	Email:	<b>david.sheppard@imperial.edu</b>
CRN #:	<b>21066</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>Online</b>	Office #:	<b>203-J</b>
Class Dates:	<b>2/1-2/12</b>	Office Hours:	<b>11:15-12:15, M ,W, 9:30-10:30 T/TH (On- campus ( room 203-J) and Zoom)-</b>
Class Days:	<b>MW</b>	Office Phone #:	<b>(760) 919-2377</b>
Class Time:	<b>9:40-11:05</b>	Emergency Contact:	<b>Alexiss Castorena: CFCS Secretary: 760-355-6232</b>
Units:	<b>3</b>	Class Format:	<b>On Campus</b>

### 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.*

*No late work will be accepted for Discussions, Quizzes, Reflections and Presentations. In the event that the instructor allows late submission of an Assignment, students will be penalized for each day submitted after the due date.*

*Students are expected to do all course work outlined in each Lesson. The course work will consist of:*



**Assignments:**

**Cultural Share:** This Assignment requires you to bring into class an item that connects you to your culture in a personally meaningful way.

**Reflections:** *Reflection/ Journal* requires students to reflect in writing on their life experiences, and to examine personal positions relevant to a wide-range of issues related to diversity/multicultural education related issues. Four sets of questions will be offered through the semester, with each set related to current course readings.

**Video Share:** Requires students to find and display to the class a short video depicting scenes/situations related to the topic of diversity/ multicultural education.

**Cultural Plunge:** The Cultural Plunge is designed for students to directly experience activities ,interactions, experiences different from their own culture- Students will then reflect on their experiences.

**Interview Paper:** Requires students to research a topic related to diversity/multicultural education, and write an overview of their findings, using APA sourcing. Student will then interview an individual who exemplifies a characteristic of diversity addressed in the topic overview- Students will also write a discussion comparing/contrasting the experiences of the interviewee with that of information gathered in topic overview.

**Autobiography Presentation:** Students will create a slide presentation that depicts areas of experiences that have influenced their cultural development. And will address, in written format, the importance of being a culturally sensitive teacher/individual.

**International Connection:** This is a Group Presentation- Group members will be responsible for a class presentation that provides an overview of a chosen country, with focus on the traditions, art, food the country- Students are also required to complete an individual reflection related what they have learned about their chosen country.

**Course Grading Based on Course Objectives**

**CLASS ASSIGNMENTS POINT VALUE**

Cultural item share	5 points
Video Share:	5 points
Cultural Autobiography Assignment	15points
Gender/Media Assignment	5 points
Cultural 'Plunge'	5 points
Special Needs Assignment	5 points
Interview Paper	30 points
Ethnic Group Presentation	10 points
Reflections 3 @ 5 pts	15 points
Discussions 5 @ 3PTS	15 Points
Quizzes / 8 @5 PTS=	40 points



**TOTAL Points: = 180**

*Grade*

*A=90%-100%*

*B=80%-89%*

*C=70%-79%*

*D=60%-69%*

*F=59% and below (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. The reflection papers will be completed and submitted on Canvas by due date. Each reflection paper is worth 5 points for a total of 30 pts-Your Journal Reflection Papers will assist you with the development of your cultural autobiography*

*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

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



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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

### Other Course Information

#### 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](mailto: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.

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### 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 2/10-2/12	Syllabus & Introduction <b>Chapter 1: Looking at Diversity, Equity and Inclusion</b>	Review Syllabus Review Cultural Item Share <b>Complete Discussion1</b>

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Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	15: The Influences of Stereotypes, Prejudice, and Discrimination	
Week 2 2/17 (OFF) 2/19	Chapter 2: The Importance of Culture	Journal Reflection 1 Begin Item share Review Current Event Assignment QZ 1 due
Week 3 2/24-2/26	The Development of Identity in Children 14: The Relationship Between One's Experience and the Development of Personal Bias	Journal Reflection 2
Week 4 3/3-3/5	Chapter 4: Teachers' Professional Identity and Becoming Equity Minded	<b>Discussion2</b> Journal Reflection 3 Review Gender/Media Assignment <b>Quiz 2</b>
Week 5 3/10-3/12	Chapter 5: Developmentally, Culturally, and Linguistically Appropriate Classroom Environments, Materials, and Approaches Module	Journal Reflection 4
Week 6 3/17-3/19	Chapter 6 Multiculturalism and Social Justice in the Classroom: Using Anti-Bias Curriculum	Journal Reflection 5 Gender/Media Assignment Due Quiz 3
Week 7 3/24-3/26	Chapter 7 Effectively Negotiating and Resolving Conflict Related Issues of Diversity	<b>Complete Discussion 3</b> Journal Reflection 6 Review Special Education Assignment
Week 8 3/31-4/2	Chapter 8: Race, Ethnicity, and Language	Cultural Plunge Due  Quiz 4
Week 9 4/7-4/9	Chapter 9: Diverse Family Structure	Journal Reflection 7 Special Education Assignment Due
Week 10 4/14-4/16	Socioeconomic Status of Families	<b>Complete Discussion 4</b> Journal Reflection 8 Quiz 5 Review Interview Assignment
4/21-4/23	<b>SPRING BREAK!</b>	



<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 11 4/28-4/30	Chapter 11: Families of Children with Special Needs or Special Health Care Needs	Review Cultural Quiz 6 <b>Interview Assignment Due</b>
Week 12 5/5-5/7	Chapter 12: Gender in Young Children	<b>Complete Discussion 5</b>
Week 13 5/12-5/14	Chapter 13: Religion in Families	<b>Quiz 7</b> <b>Cultural Autobiography</b>
Week 14 5/19-5/21	Submit Cultural Autobiography and Video Presentation	International Presentations Due
Week 15 5/26-(OFF) 5/28	- Begin Ethnic Presentations	International Presentations Due
Week 16 6/4	<b>Final Day Wednesday 6/4</b>	International Presentations, and Final Quiz 8

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