



IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	Fall 2025	Instructor Name:	Marixol Garcia
Course Title & #:	CDEV 107 Teaching in a Diverse Society	Email:	marixol.garcia@imperial.edu
CRN #:	11028	Webpage:	
Classroom:	CANVAS	Office #:	203 C
Class Dates:	August 11th to December 6th	Office Hours:	Tu & Th 11:10 am to 1:10 pm
Class Days:	NA	Office Phone #:	(760) 355-6460
Class Times:	NA	Emergency Contact:	Alexiss (760) 355-6232
Units:	3.0	Class Modality:	Fully Online

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)

None

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

This is a free text on-line

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](#)

Course Requirements and Instructional Methods

Grading Policy

Grades will be based upon online discussion participation, the completion of assignments, and tests throughout the semester. All material presented in the text, study guide, videos and articles provided, will be part of the evaluation process. All assignments should be typed or written legibly in black ink.

No assignments, tests or projects will be accepted late. If you do turn in assignments late, you will receive 5% off for each day your assignment is late. If you feel that you have extenuating circumstances, please see me in person before the project is due. If you have permission to turn the project in late, you will not earn higher than a letter grade of 'C' for your effort.

Every student has the same chance to prepare for the midterm and final. If you miss a test or assignment, and have extra time to study, it is unfair to those students who took the time to complete the assignment. To make up a test, or assignment you must show proof for the absence (doctor's note, hospitalization paperwork) and it must be approved by the instructor. Regardless of the reason for a missed test, it must be made up within a week of when your class took the test or quiz. Make-ups are at my office during office hours. Make up tests will be deducted 50% of the total grade. Please make sure you are here when the 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 a 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. All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith or incompetency, shall be final." California Education Code, Section 76224(a). Everyone in each class can earn an "A" grade. No set number or percentage limits how many A's can be earned in each class.



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 a semester.

Course Grading Based on Course Objectives

CLASS ASSIGNMENTS	POINT VALUE
Getting Ready for Online (GRO) * must complete all 3 modules to get points	30 points
Assignment 1: Cultural Plunge Assignment	20 points
Assignment 2: Interview on Characteristics of Diversity	30 points
Assignment 3: Autobiography Presentation	40 points
Assignment 4: Special Needs Assignment	10 points
Assignment 5: Implicit Bias / Gender Media Assignment	10 points
Discussion Boards on Readings (9 x 20)	180 points
Mid-Term and Final Exam (50x2)	100 points
Total Points	424 points
* Be prepared to share Assignments in class discussion posts.	

Final Grade					
A+ above 425	A 424-382	B 339-381	C 338-297	D 296-254	F 253- or lower

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

Participation: A student who fails to complete the first mandatory activities in Module 1, 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.

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 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, 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.

Netiquette

Online

Online 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 (!!!!)].

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 Aug 11 to Aug 21	Introduction Review Syllabus Introduction to Getting Ready for Online (GRO) 3 Modules due September 7th Chapter 1: Looking at Diversity, Equity, and Inclusion Discussion 1	Read Pages 9-19 Discussion Board Post: due Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm
Week 2 Aug 18 to Aug 24	Chapter 2: The Importance of Culture Assignment 1: Review Cultural Plunge Assignment due Nov 9th Discussion 2	Read Pages 20-27 Discussion Board Post: due Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm
Week 3 Aug 25	Chapter 8: Race, Ethnicity, and Language Chapter 15: The Influences of Stereotypes, Prejudice, and Discrimination Discussion 3 (Bilingual emphasis)	Read Pages 88-89 Read Pages 164-176 Discussion Board Post: due Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm
Week 4 Sep 1 to Sep 7 (No School Sep 1)	Chapter 9: Diverse Family Structures Chapter 10: Socioeconomic Status of Families Discussion 4	Read Pages 100-105 Read Pages 106-113 Discussion Board Post: due Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm Getting Ready for Online GRO 3 Modules due
Week 5 Sep 8 to Sep 14	Chapter 3: The Development of Identity in Children Chapter 12: Gender in Young Children Module Assignment 2: Review Gender/Media Assignment due Sep 22nd Discussion 5	Read Pages 28-32 Read Pages 121-131 Discussion Board Post: due Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm
Week 6 Sep 15 to Sep 21	Chapter 4: Teachers' Professional Identity and Minded Chapter 14: The Relationship Between One's Experience Development of Personal Bias/Video Discussion 6	Read Pages 35-39 Read Pages 144-163 Discussion Board Post: due Wednesday 11:59 pm.



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
		Respond to 2 classmates by Sunday 11:59 pm
Week 7 Sep 22 to Sep 28	Chapter 11: Families of Children with Special Needs or Special Health Care Needs Assignment 3: Review Special Education Assignment due Oct 12th	Read Pages 114-120 Gender/Media Assignment Due
Week 8 Sep 29 to Oct 5	Review and Mid-Term	Chapters 1, 2, 3, 4, 8, 9, 10, 11, 12, 14, & 15
Week 9 Oct 6 to Oct 12	Chapter 5: Developmentally, Culturally, and Linguistically Appropriate Classroom Environments, Materials, and Approaches Assignment 4: Review Interview Diversity Assignment due Nov 16th	Read Pages 40-61 Special Education Assignment Due
Week 10 Oct 13 to Oct 19	Chapter 13 Religion in Families Assignment 5: Review Cultural Autobiography and Presentations due Nov 23 Discussion 7	Read Pages 132-142 Discussion Board Post: due Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm
Week 11 Oct 20 to Oct 26	Chapter 6 Multiculturalism and Social Justice in the Classroom: Using Anti- Bias Curriculum Discussion 8	Read Pages 63-77 Discussion Board Post: due Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm
Week 12 Oct 27 to Nov 2	Chapter 7 Effectively Negotiating and Resolving Conflict Related Issues of Diversity	Read Pages 79-87 Cultural Plunge Assignment Due
Week 13 Nov 3 to Nov 9	Chapter 16 The History and Influence of Systemic, Internalized Privilege and Oppression	Read Pages 177-188 Interview Assignment Due
Week 14 Nov 10 to Nov 16 (No School Monday)	Submit Cultural Autobiography and Cultural Identity Item Presentation	Cultural Autobiography and Identity Item Presentation Due
Week 15 Nov 17 to Nov 23 (Campus Closed Nov 24 to Nov 30)	Continue Ethnic Presentations Discussion 9 Review Final	Discussion Board Post: due Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 16 June 1-6	Finals week Final Exam	Final Exam in Class on Monday, regular class time.

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