



IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	Fall 2026	Instructor Name:	Marixol Garcia
Course Title & #:	CDEV 107 Teaching in a Diverse Society	Email:	marixol.garcia@imperial.edu
CRN #:	21066	Webpage:	
Classroom:	207	Office #:	203 C
Class Dates:	February 17th to April 17	Office Hours:	Wed & Thu 12:20 am to 2:20 pm
Class Days:	Thursday & Asynchronous	Office Phone #:	(760) 355-6460
Class Times:	9:00 am-12:10 pm	Emergency Contact CDEV Secretary:	Alexiss Castorena (760) 355-6232
Units:	3.0	Class Modality:	In Person

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.

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

None

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 how the teacher's own life experiences influence 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 among various forms of diversity.
3. Discuss how stereotypes, bias, discrimination, systemic oppression, and internalized privilege influence 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 of teachers, family, culture, and the community in 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 conflicts related to social injustice and bias.
10. Describe strategies to build collaborative, respectful partnerships with families.

Textbooks & Other Resources or Links

Textbook (OER- Free)

Esquivel, K., Elam, E., Paris, J., & Tafoya, M. 2020. *The Role of Equity and Diversity in Early Childhood Education*. V1 OER: College of the Canyons. ISBN: .

Text Other

https://www.childdevelopment.org/docs/default-source/pdfs/role-equity-and-diversityenglish-2-8-20.pdf?sfvrsn=3bf4a9a6_2

Course Requirements and Instructional Methods

Instructional Methodology:

Two (2) hours of independent work done out of class for each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

Audio Visual

Computer-Assisted Instruction

Demonstration

Discussion

Group Activity

Individual Assistance

Lab Activity

Lecture

Simulation/Case Study

Distance Learning

Methods of Evaluation:

Group Activities: Students will engage in group discussions and presentations, listen, and collaborate to build and share ideas.

Discussion Board Posts: Your initial post must be **at least 200 words**. Make sure to **answer all parts of the question**. Organize your responses into separate paragraphs—do not respond in one large paragraph. After posting, read your

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classmates' responses and **reply to two people with 100-word responses each** to foster online collaboration.

A1. Implicit Bias Reflection: Students will take an implicit bias test on the website. Personal information is not required to complete this task, and the test is free. Reflect on how your results may impact the children and families you will work with in the future. You may use the IVC library computers to complete this work.

A2. Cultural Plunge Assignment: This experience takes place outside of class. Plan to visit a cultural experience different from your own. Write a reflective paper based on the course textbook, discussing your experience and how it can support the children and families you will work with in the future.

A3. Chapter Presentation: Become an expert in a chapter of our course textbook. Read the chapter and create a presentation in any style you choose. Present to the class for 20-30 minutes, including one engaging activity that lasts 5-10 minutes.

A4. Interview on Diversity Q&A with Reflection: Interview a person who has an aspect of diversity you are curious about. This can be done over the phone if an in-person meeting is not possible. Prepare your questions in advance. Keep the interviewee's name confidential and remember to thank them for their time and honesty. Write a reflection connecting your insights to the course textbook regarding diversity and discuss how this experience can help you work better with children and families from diverse backgrounds.

A5. Article Reflection: Read an article to gain knowledge about People First Language. Write a reflection on what you learned.

Midway and Final Self-Evaluation: This is a personal reflection you will complete to track your progress in the course and improve your learning experience.

Final Exam: This will take place in class on our last meeting day. We will prepare for it one week in advance. The exam will primarily be in essay format. Please inform me of any accessibility accommodations or modifications you may need at least 2 weeks before the exam so I can provide support.

Extra Credit: There will be a seminar on Play on Friday, March 13, from 9:00 AM to 12:00 PM. Attendance is not mandatory, but if you attend, you must check in with me and write a reflection based on the provided questions. Also, refer to the course textbook to explain how this experience has changed your perspective on play.

Class Assignments/Point Values

Total Required Points: 440 Extra Credit Available: 10 points

CLASS ASSIGNMENTS	POINT VALUE
Group Activities	160 points
Assignment 1: Implicit Bias Reflection	30 points
Assignment 2: Cultural Plunge Assignment	30 points
Assignment 3: Chapter Presentation	30 points
Assignment 4: Interview on Diversity Q&A with Reflection:	30 points
Assignment 5: Special Needs Assignment	20 points
Discussion Boards (3 x 20)	60 points
Midterm and Final Self Evaluation (2x10)	20 points



Final Exam (60)	60 points
Extra Credit: Event on Play March 13th	10 points (<i>Not included in the total points</i>)
Total Points	440
Be prepared to share written work in a small group class.	

Final Grade					
A+ above 441	A 440-367	B 366-327	C 326-286	D 285-244	F 243- 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.

Instructor Expectations for AI Use

AI can be a helpful tool to deepen your understanding. You may use Google or AI to explore ideas, look up information, or enhance your learning. The **final writing must be your own**.

AI may be used **only** for:

- Brainstorming ideas
- Editing or improving *your own* writing
- Translating
- Summarizing information

If you use AI for these approved reasons, include a short note at the end of your assignment: **(Tool used: ___ — used for ___)**

AI may **not** be used for:

- Writing discussion posts
- Writing assignments for you
- Copying and pasting AI-generated text

If more than **20%** of your work is AI-generated, the assignment will receive a **zero**. All discussion posts must be **100% your own words**.

Examples of Acceptable AI Use

1. **Brainstorming Ideas** (*Tool used: ChatGPT — used for brainstorming lesson plan topics*)
2. **Editing Your Own Writing** (*Tool used: Grammarly — used for editing my paragraph*)
3. **Translating** (*Tool used: Google Translate — used to translate my own writing*)
4. **Summarizing Information** (*Tool used: ChatGPT — used for summarizing an article I already read*)

Examples of NOT Allowed AI Use



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1. **Writing Your Discussion Post:** No copying/pasting AI text.
2. **Writing Your Assignment for You** No “write my paper/menu plan/reflection.”
3. **Submitting AI Text as Your Own:** More than 20% AI-generated = **zero**.

Why This Matters

Using AI to learn — like brainstorming, summarizing, or translating — is helpful. Using AI **instead of your own writing** stops you from learning and is considered academic dishonesty. Synthesizing ideas in your own words is where real learning happens.

Consequences: Anyone caught cheating or plagiarizing will receive a **zero** on the assignment or exam. The incident may be reported to the **Campus Disciplinary Officer**, who may place documentation in your student file. Repeated violations may result in failing the course and/or further disciplinary action.

Refer to the **IVC General Catalog** for more information on academic dishonesty and student conduct.

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

Late Work Policy: No late work will be accepted due to the short course duration. You will simply lose points for not turning in that assignment. Please do not email me late work.

Assignments due dates: All weekly assignments open after our Thursday class and are due the following Thursday at 8:59 AM, giving you one full week to complete each task before the next class begins.

Online Netiquette

Please communicate respectfully in all online spaces. Use clear, polite language and avoid sarcasm, ALL CAPS, or anything that may come across as rude. Treat classmates and your instructor with the same respect you expect in return.

Academic Honesty

All work you submit must be **your own original writing**. I want to know *your* thinking, not AI’s or anyone else’s.

If you use an idea or quote from the textbook or any source, cite it using **APA 7th edition**:

- **Parenthetical citation:** “Quoted text here.” (Esquivel et. al, 2025, p. 3.3.1)
- **Narrative citation:** According to Esquivel et al. p. 2.2.3 (2025), “...”

Assignments that are copied, plagiarized, or mostly AI-generated will receive a **zero** and cannot be made up.



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Plagiarism is taking someone else’s words, ideas, or work and presenting them as your own without proper citation. This includes copying from websites, books, classmates, or AI tools.

If you are unsure how to cite correctly, please ask for help before submitting your work.

Cheating involves fraud, deceit, or dishonesty in any academic assignment. This includes using unauthorized materials, sharing answers, or helping someone else cheat.

Examples include (but are not limited to):

- Copying or attempting to copy from another student
- Communicating test information during an exam
- Allowing someone else to complete your work
- Using commercial or online paper services
- Having someone take a quiz or exam for you
- Sharing exam content with students in other sections
- Submitting work that has been excessively revised or edited by someone else
- Presenting any work—written, oral, or artistic—that is not your own

Online examples include:

- Copying answers on quizzes, tests, or assignments
- Letting someone else log in to your Canvas account
- Conferring with others during a quiz or exam
- Buying or using papers from the internet
- Submitting someone else’s work, even with permission

Course Drop Policy

During the first week, you must participate in the course or be dropped. Please complete the assignments in Module 0 to avoid being dropped for non-participation. Throughout the semester, your participation and assignment completion will be monitored. If you fail to complete required activities for two consecutive weeks, this may be considered excessive absences and may result in being dropped.

It is your responsibility to:

- Notify the instructor if you are experiencing challenges
- Drop the course if you can no longer participate

If you do not drop the course before the withdrawal deadline, you may receive a failing grade. After the final withdrawal deadline, a grade will be assigned based on completed work.

Please refer to the [General Catalog](#) for details on drop and withdrawal (“W”) deadlines. If you don’t drop the course before the end of the course, you will, unfortunately, earn a failing grade for the course. After the final withdrawal deadline, you will receive a grade regardless of whether you completed the work or not, potentially resulting in a failing grade on your permanent academic record.

Other Course Information

Writing Tips for Success

Good writing takes time and practice. Here are a few habits that will help you succeed in this course:

- **Write for the reader.** Make your ideas clear, organized, and easy to follow.
- **Edit your work.** Always read and read your writing before submitting.



- **Review the instructions carefully.** Successful students check the assignment directions **multiple times** while working. Answer each part of the prompt to get the most points possible.
- **Plan.** Give yourself enough time to think, draft, revise, and submit your best work.
- **Refer to the textbook when prompted.** Make sure to **cite the text** correctly in APA 7th edition.
- **Take the extra step.** Synthesizing ideas in your own words helps you learn more deeply than copying or pasting.
- Read the instructor's assignment feedback under the comments section.

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 policy explanations, 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.]

Week / Dates	In-Class Topics (3 hours)	Online / Outside-Class Work + Assignments (3 hours)	Readings
Week 1 Feb 17 – Feb 22	-Welcome and Introduction to the course Chapter 1: Looking at Diversity, Equity, and Inclusion	<ul style="list-style-type: none"> ● Discussion 1 ● A1 Implicit Bias Test and Reflection all due Wed, February 26 at 8:59 am	Chapter 1
Week 2 Feb 23 – Mar 1	-Check in Activity -Review Cultural Plunge Assignment and Book Presentation - Key Concepts -Assign chapter presentations -Begin group work	<ul style="list-style-type: none"> ● Discussion 2 ● Presentation draft 1 Person submits per group. If solo, you submit. ● Submit your chapter presentation, if presenting next week all due Wed, March 5 at 8:59 am	Chapter 2, 3, 4



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<p>Week 3 Mar 2 – Mar 8</p>	<p>-Check in Activity -Review upcoming Assignments Presentations on: Chapter 2: The Importance of Culture Chapter 3: The Development of Identity in Children Chapter 4: Teachers’ Professional Identity and Becoming Equity Minded presentations</p>	<ul style="list-style-type: none"> ● Submit your chapter presentation, if presenting next week ● All due Wed, March 12 at 8:59 am ● A.4 Interview on Diversity Q & Q with Reflection <p>All due Wed, March 12 at 8:59 am</p>	<p>Chapters 5, 6, 7,</p>
<p>Week 4 Mar 9 – Mar 15</p>	<p>-Check in Activity Presentations on: Chapter 5: Developmentally, Culturally, and Linguistically Appropriate Classroom Environments, Materials, and Approaches Chapter 6: Using Anti-Bias Curriculum Chapter 7: Effectively Negotiating and Resolving Conflict-Related Issues of Diversity Chapter 10: Socioeconomic Status of Families</p>	<ul style="list-style-type: none"> ● Submit your chapter presentation, if presenting next week ● Midterm Self Evaluation <p>All due Wed, March 19 at 8:59 am</p>	<p>Chapters 8, 9, 11, 12, 13, 14</p>
<p>Week 5 Mar 16 – Mar 22</p>	<p>-Complete a structured instructional module aligned with course learning outcomes. -Guided analysis of course concepts -Participation is required and will be documented through submission of assigned work.</p>	<ul style="list-style-type: none"> ● Submit your chapter presentation, if presenting next week ● A 2: Cultural Plunge Assignment ● A 5: Special Needs Assignment Read the article and watch the video <p>All Due Wed, March 26 at 8:59 am</p>	<p>Supplemental article/reading posted on Canvas</p>
<p>Week 6 Mar 23 – Mar 29</p>	<p>-Check in Activity Presentations on: Chapter 8: Race, Ethnicity, and Language Chapter 9: Diverse Family Structures Chapter 11: Families of Children with Special Needs or Special Health Care Needs Chapter 12: Gener in Young Children Chapter 13: Religion in Families</p>	<ul style="list-style-type: none"> ● Submit your chapter presentation, if presenting next week ● Discussion 3 <p>All Due Wed, April 2 at 8:59 am</p>	



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<p>Week 7 Mar 30 – Apr 5</p>	<p>-Check in Activity Presentations on: Chapter 14: The Relationship Between One’s Experience and the Development of Personal Bias Chapter 15: The Influences of Stereotypes, Prejudice, and Discrimination Chapter 16: The History and Influence of Systemic, Internalized Privilege and Oppression Review for Final Exam</p>	<ul style="list-style-type: none"> ● Final Course Self-Evaluation ● Complete Final Exam Study Guide (not for turn in) <p>Due Wed, April 16th at 8:59 am before the final exam</p>	<p>Chapter 14, 15, 16</p>
<p>Spring Recess Apr 6 – Apr 10</p>	<p>Rest and recover we are almost there!</p>		
<p>Week 8 Apr 12 – Apr 17</p>	<p>Final Exam in Class</p>	<p>Final Grades will be posted a few days after your Final Exam</p>	

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