

CDEV 107 – Teaching in a Diverse Society

Instructor: David Scott Sheppard
Class Code: 10480
Room: 201
Academic Term: Fall 2012
Class Time: Tuesday Thursday 8:35-10:00
Phone: 760-355-6397

Text: *Multicultural Education in a Pluralistic Society, 9th Ed.*

Author; Gollnick, Donna, Chinn, Philip

Supplemental text: *Anti-Bias Education for Young Children and Ourselves*
Author: Derman-Sparks, Louise & Edwards, Julie

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. (CSU)

Course Objectives and Minimum Standards for a Grade of “C”:

- 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.

Student Learning Outcomes

Critique theories and review multiple impacts on young children's social identity.

Critically assess the components of linguistically and culturally relevant, inclusive, age appropriate, anti bias approaches in promoting optimum learning development.

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

Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Methods of Evaluation:

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.

All assignments should be typed or written legibly in blue or black ink.

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 quiz and have extra time to study, it is unfair to those students who took the quiz 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 quiz, all missed quizzes and tests must be made up within a week of when your class took that quiz. Make-ups are at my office during my office hours. 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.

Grading Policy

"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. There is no set number or percentage that limits how many A's can be earned in each class.

All assignments have a rubric by which the student can view what is required to receive the highest

grade on that assignment.

Disabled Student Programs and Services (DSP&S)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible.

DSP&S
Room 2117
Health Sciences Building
(760) 355-6312

Attendance & Class Policies:

Regular attendance in all classes is expected of all students enrolled. Instructors are expected to take a student's attendance record into account in computing grades. A student may be excluded from further attendance in a class during a semester when absences after the close of registration have exceeded the number of class hours which the class meets per week.

An instructor will drop any student judged to be a disturbing element in class or lab.

Each time a student is tardy, they will automatically have 3 attendance points deducted from the total possible points for attendance (once a week classes). 1 ½ points will be deducted for classes that meet twice a week.

Each absence will mean an automatic deduction of 6 points from the total possible points for attendance for classes that meet once a week, 3 points for classes that meet twice a week.

Beezers and cellular phones should be turned off while class is in session.

It is the student's responsibility to complete a drop request if they are withdrawing from the class.

It is also the student's responsibility to make an appointment with the instructor if they have concerns about their progress in the course.

You should be prepared when you come to class to be an active participant in the learning process. Learning doesn't occur in a vacuum, it occurs through interaction with others.

Cheating and plagiarism (using someone else's ideas or writing without acknowledgement or permission, or passing off someone else's work as your own) can result in any one of a variety of sanctions and will receive a zero on the assignment or test.

The instructor has the right to ask any student to leave who is disrupting the education of others.

The use of cellular telephones, smart phones, beepers, alarm watches, etc. is not permitted in class. Please be sure to turn off such devices upon arriving to class. Please contact the instructor about any special circumstances that might make it difficult for you to comply with this rule.

No food or drink is allowed in any classroom

Class Schedule & Assignments:

Schedule is subject to change at the instructor's discretion. Student is responsible for changes.

| | CDEV-107 Fall 2012 | |
|---|--|----------------------------|
| Week 1 8/21-23 | Introduction | |
| Week 2 8/28-30 | 1. Foundations of Multicultural Education | |
| Week 3: 9/4-6 | 2. Ethnicity and Race | traditions due |
| Week 4: 9/11-13 | Ethnicity and Race | |
| Week 5: 9/18-20 | 3 Class and Socioeconomic Status | Current event share |
| Week 6: 9/25-26 | 4. Gender and Sexual Orientation | Test 1 |
| Week 7: 10/2-4 | 4. Gender and Sexual Orientation | Connection Assignment |
| Week 8: 10/9-11 | 5 Exceptionality | |
| Week 9: 10/16-18 | 5 Exceptionality | Special needs Assignment |
| Week 10: 10/23-25 | 6. Language | Test 2 |
| Week 11: 10/30-11/1 | 7. Religion | Interview/Paper due |
| Week 12: 11/6-8 | 8 Geography | |
| Week 13: 11/13-15 | 9. Age | Begin Project/presentation |
| Week 14: 11/20 ***** 1/22 (OFF) (THANKS-GIVNG) | | |
| Week 15: 11/27-29 | Review | |
| Week 16: 12/4-12/6 | Final | |
| | | |

Class Assignments/ Point Value:

- 2 Tests at 40 points = 80 pts
- Final = 50 pts
- 1 assignment1 (traditions) 10 pts
- Assignment 2 (bias) 10 pts
- Assignment 3 current event a 10 pts
- Assignment 4 (special needs) 10 pts
- Interview/paper PLO) 50 pts
- Project/presentation 30 pts

Total points = **250 pts**

Grade Breakdown:

A=90%-100%, B=80%-89%,C=70%-79%,D=60%-69%,
F= 59% and below

**** CDEV 200 portfolio requirements:** Interview/topic paper encompasses PLO's 1,3,7,8
Cultural Traditions assignment encompasses PLO 3. Current Event assignment encompasses PLO 7.
Special Needs assignment encompasses PLO's 2.3.7. Group Project encompasses PLO 2, 3.