

Basic Course Information

Semester:	Fall 2021	Instructor Name:	Yvonne Salgado
Course Title & #:	CDEV 107 Teaching in a Diverse Society	Email:	yvonne.salgado@imperial.edu
CRN #:	10955	Webpage (optional):	
Classroom:	2722	Office #:	
Class Dates:	8-16 to 12-11	Office Hours:	(N/A for PT Faculty) See me.
Class Days:	Tuesdays	Office Phone #:	Cell phone 760-235-8431
Class Times:	6:00-9:10	Emergency Contact:	CFCS Secretary: 760-355-6232
Units:	3	Class Format:	Face-to-Face

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 Prerequisite(s) and/or Corequisite(s)

No Prerequisite

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

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, 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.

Course Grading Based on Course Objectives

CLASS ASSIGNMENTS	POINT VALUE
Participation	15x3 45 points
Cultural Autobiography Assignment	50 points
Current Event Assignment	10 points
Gender/Media Assignment	10 points
Special Needs Assignment	10 points
Interview Paper	50 points
Group Presentation	10 points
Journal Reflections	(11x5) 55 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)	

Participation points include class discussion, small group discussions, and class activities. **If you are not present for class, you will not receive your participation points for that day.**

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 (5x10) 50 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 points.

** (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. 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 field trips) 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 meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS 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.

Other Course Information

None

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 August 17	Introduction, Safe Keeper Box, Class Agreements, Review Syllabus, APA Format, Explain Cultural Plunge Assignment	
Week 2 August 24	Explain Current Event Assignment Chapter1: Looking at Diversity, Equity, and Inclusion Chapter2 : The Importance of Culture	Read Pages 9-19 Read Pages 20-27
Week 3 August 31	Chapter 8: Race, Ethnicity, and Language Chapter15: The Influences of Stereotypes, Prejudice, and Discrimination	Read Pages 88-99 Read Pages 164-176 Journal 1 Due
Week 4 September 7	Chapter 9: Diverse Family Structures Chapter 10: Socioeconomic Status of Families	Read Pages 100-105 Read Pages 106-113 Journal 2 Due
Week 5 September 14	Explain Gender/Media Assignment Chapter 3: The Development of Identity in Children Chapter12: Gender in Young Children Module	Read Pages 28-32 Read Pages 121-131 Journal 3 Due Current Event Assignment Due
Week 6 September 21	Chapter 4: Teachers' Professional Identity and Becoming Equity Minded Chapter14: The Relationship Between One's Experience and the	Read Pages 35-39 Read Pages 144-163 Journal 4 Due



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	Development of Personal Bias/Video	
Week 7 September 28	Explain Special Education Assignment Chapter 11: Families of Children with Special Needs or Special Health Care Needs	Read Pages 114-120 Journal 5 due Gender/Media Assignment Due
Week 8 October 5	Mid-Term	Chapters 1, 2, 3, 4, 8, 9, 10, 11, 12, 14, & 15
Week 9 October 12	Explain Interview Assignment Chapter 5: Developmentally, Culturally, and Linguistically Appropriate Classroom Environments, Materials, and Approaches	Read Pages 40-61 Journal 6 due Special Education Assignment Due
Week 10 October 19	Explain Cultural Autobiography and Presentations Explain and Assign Groups for Ethnic Presentations Chapter 13 Religion in Families	Read Pages 132-142 Journal 7 due
Week 11 October 26	Chapter 6 Multiculturalism and Social Justice in the Classroom: Using Anti-Bias Curriculum	Read Pages 63-77 Interview Assignment Due Journal 8 due
Week 12 November 2	Chapter 7 Effectively Negotiating and Resolving Conflict Related Issues of Diversity	Read Pages 79-87 Cultural Plunge Assignment Due Journal 9 due
Week 13 November 9	Chapter 16 The History and Influence of Systemic, Internalized Privilege and Oppression	Read Pages 177-188 Journal 10 due
Week 14 November 16	Submit Cultural Autobiography and Cultural Identity Presentation	Cultural Autobiography Due
Week 15 November 22-26	Thanksgiving Break No Class	
Week 16 November 29	Ethnic Group Presentations	Ethnic Presentations Due
Week 17 December 6	Final	Journal 11 due

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