



Basic Course Information

Semester:	Spring 24	Instructor Name:	David Scott Sheppard
Course Title & #:	CDEV 107 Teaching in a Diverse Society	Email:	david.sheppard@imperial.edu
CRN #:	21066	Webpage (optional):	N/A
Classroom:	212	Office #:	203-C
Class Dates:	2/12-6/7	Office Hours:	4:00-5:00, M,T,W,TH On-campus (room 203-C) and Zoom-
Class Days:	T/TH	Office Phone #:	(760) 919-2377
Class Time:	09:40-11:05	Emergency Contact:	Alexiss Castorena: CFCS Secretary: 760-355-6232
Units:	3	Class Format:	On Campus

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

Participation 15	15 points
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 6 @ 5 pts	30 points
Discussions 5 @ 3PTS	15 Points



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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)

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 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 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. 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



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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 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

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

[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 Feb 13	Syllabus & Introduction Chapter 1: Looking at Diversity, Equity and Inclusion 15: The Influences of Stereotypes, Prejudice, and Discrimination	 Review Syllabus Review Cultural Item Share Complete Discussion1
Week 2 Feb 19- Off Feb 21	Chapter 2: The Importance of Culture	Journal Reflection 1 Begin Item share Review Current Event Assignment

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Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
		QZ 1 due
Week 3 Feb 27	The Development of Identity in Children 14: The Relationship Between One's Experience and the Development of Personal Bias	Journal Reflection 2
Week 4 March 5	Chapter 4: Teachers' Professional Identity and Becoming Equity Minded	Discussion2 Journal Reflection 3 Review Gender/Media Assignment Quiz 2 Current Event Assignment Due
Week 5 March 12	Chapter 5: Developmentally, Culturally, and Linguistically Appropriate Classroom Environments, Materials, and Approaches Module	Journal Reflection 4
Week 6 March 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 March 26	Chapter 7 Effectively Negotiating and Resolving Conflict Related Issues of Diversity	Complete Discussion 3 Journal Reflection 6 Review Special Education Assignment
April 1-7	Spring Break !	
Week 8 April 9	Chapter 8: Race, Ethnicity, and Language	Cultural Plunge Due Quiz 4
Week 9 April 16	Chapter 9: Diverse Family Structure	Journal Reflection 7 Special Education Assignment Due
Week 10 April 23	Socioeconomic Status of Families	Complete Discussion 4 Journal Reflection 8 Qz 5 Review Interview Assignment
Week 11 April 30	Chapter 11: Families of Children with Special Needs or Special Health Care Needs	Review Cultural Quiz 6 Interview Assignment Due
Week 12 May 7	Chapter 12: Gender in Young Children	Complete Discussion 5
Week 13 May 14	Chapter 13: Religion in Families	Quiz 7 Cultural Autobiography
Week 14 May 21	Submit Cultural Autobiography and Video Presentation	International Presentations Due



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 15 May 28	- Begin Ethnic Presentations	International Presentations Due
Week 16 June 4-June 6	Final Day Wednesday June6 In CLASS	International Presentations, and Final Quiz 8

Subject to change without prior notice