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Basic Course Information

Semester:	Fall 2024	Instructor Name:	Marixol Garcia
Course Title & #:	CDEV 107 Teaching in a Diverse Society	Email:	marixol.garcia@imperial.edu
CRN #:	10537	Webpage (optional):	
Classroom:	207	Office #:	203C
Class Dates:	8/12-12/7	Office Hours:	See me
Class Days:	Monday & Wednesday	Office Phone #:	Cell phone (760) 483-3282
Class Times:	9:40am to 11:05am	Emergency Contact:	CFCS Secretary: 760-355-6232
Units:	3		

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)

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, quizzes, and tests throughout the semester. All material presented in the text, study guide, videos, and

handouts will be a 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 Points 15x3	45 points
Cultural Autobiography Assignment	50 points
Cultural Identity Presentation	10 points
Current Event Assignment	10 points
Gender/Media Assignment	10 points
Special Needs Assignment	10 points
Interview Paper	50 points
Ethnic Presentation	10 points
Journal Reflections (9x5)	45 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 and activities. **If you do not attend class, you will not receive your participation points for that week.**

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 for each module. The reflection paper will be completed and submitted on a weekly basis. Each reflection paper is worth 5 points for a total of (5 x 9) 45 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 pts.

* (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. Ethnic Presentation 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.

Attendance

- A student who fails to attend the first week of class or does not complete the first mandatory activities, will be dropped by the instructor. 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. 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.

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.

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 (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of 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. KEEP YOUR PASSWORDS CONFIDENTIAL. You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account. COMPLETE YOUR OWN COURSEWORK. When you register and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

- Examples of Academic Dishonesty that can occur in an online environment: Copying from others on a quiz, test, examination, or assignment. Allowing someone else to copy your answers on a quiz, test, exam, or assignment; Having someone else take an exam or quiz for you. Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others). Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own. Excessive revising or editing by others substantially alters your final work. Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class). Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional. Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Speak to your instructor about additional services which may be available.

Additional Student Services

CANVAS LMS. Canvas is Imperial Valley College's Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.

Learning Services

To accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link (IVC online Tutoring). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or

you need a tutor, please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.

Library Services. Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!

Career Services Center. The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.

Child Development Center. The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232.

Application: <https://forms.imperial.edu/view.php?id=150958>

Disabled Student Programs and Services (DSPS)

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. When campus is open, the DSP&S office is in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. **Student Health Center.** A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355- 6128, or when campus reopens, visit Room 1536 for more information.

Mental Health Counseling Services. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760- 355-6310 for appointments, or when campus reopens visit Room 1536, for more information.

Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and

3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also, under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

Student Equity Program

The Student Equity & Achievement Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting

your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 12th & August 14th	Introduction Class Agreements, Review Syllabus, Chapter 1: Looking at Diversity, Equity, and Inclusion	Introduction Module 1 Read Pages 9-19
Week 2 August 19th & August 21st	Chapter 2: The Importance of Culture Explain Cultural Assignment	Read Pages 20-27
Week 3 August 26th & August 28th	Chapter 8: Race, Ethnicity, and Language Chapter 15: The Influences of Stereotypes, Prejudice, and Discrimination Explain Current Event Assignment	Read Pages 88-99 Read Pages 164-176 Journal Reflection 1 Due
Week 4 (NO CLASS on) September 2nd & (RETURN TO CLASS on) September 4th	Chapter 9: Diverse Family Structures Chapter 10: Socioeconomic Status of Families	Read Pages 100-05 Read Pages 106-13 Journal Reflection 2 Due

Imperial Valley College Course Syllabus –

<p>Week 5 September 9th & Sep 11th</p>	<p>Chapter 3: The Development of Identity in Children Chapter 12: Gender in Young Children Module Explain Gender/Media Assignment</p>	<p>Read Pages 28-32 Read Pages 121-131 Journal Reflection 3 Due Current Event Assignment Due</p>
<p>Week 6 September 16th & Sep 18th</p>	<p>Chapter 4: Teachers' Professional Identity and Minded Chapter 14: The Relationship Between One's Experience Development of Personal Bias/Video</p>	<p>Read Pages 35-39 Read Pages 144-163 Journal Reflection 4 Due</p>
<p>Week 7 September 23rd & September 25th</p>	<p>Chapter 11: Families of Children with Special Needs or Special Health Care Needs Explain Special Education Assignment</p>	<p>Read Pages 114-120 Journal Reflection 5 due Gender/Media Assignment Due</p>
<p>Week 8 September 30th & October 2nd</p>	<p>Spring Break</p>	
<p>Week 9 Oct 7th & Oct 9th</p>	<p>Mid-Term</p>	<p>Chapters 1, 2, 3, 4, 8, 9, 10, 11, 12, 14, & 15</p>
<p>Week 10 October 14th & October 16th</p>	<p>Chapter 5: Developmentally, Culturally, and Linguistically Appropriate Classroom Environments, Materials, and Approaches Explain Interview Assignment</p>	<p>Read Pages 40-61 Journal Reflection 6 due Special Education Assignment Due</p>

Week 11 October 21st & October 23rd	Chapter 13 Religion in Families Explain Cultural Autobiography and Presentations Explain and Assign Groups for Ethnic Presentations	Read Pages 132-142 Journal Reflection 7 Due
Week 12 October 28th & October 30th	Chapter 6 Multiculturalism and Social Justice in the Classroom: Using Anti-Bias Curriculum	Read Pages 63-77 Interview Assignment Due Journal Reflection 8 Due
Week 13 November 4th & November 6th	Chapter 7 Effectively Negotiating and Resolving Conflict Related Issues of Diversity	Cultural Assignment Due
Week 14 (NO CLASS on) November 11th & (RETURN to CLASS on) November	Chapter 16 The History and Influence of Systemic, Internalized Privilege and Oppression	Read Pages 177-188 Journal Reflection 9 due
Week 15 November 18th & November 20th	Submit Cultural Autobiography and Cultural Identity Presentations Ethnic Presentations	Cultural Autobiography and Cultural Identity Item Presentation Due Ethnic Presentations Due
Week 16 December 2nd & DECEMBER 4th FINALS WEEK	Final	

September 2 NO CLASS

November 11th NO CLASS

November 25-26: NO CLASS (Campus OPEN)

November 27-30 Thanksgiving break (Campus CLOSED)

**December 2nd- DECEMBER 4th FINALS WEEK
SCHEDULE OFFICE HOURS**

*****Tentative, subject to change without prior notice*****