

## CHDEV 15: Diversity and Culture in Early Care and Education Programs Course Syllabus

### Course Information

Sections: 53007  
Unit Load: 3  
Class Meets: On Canvas

### Instructor Information

Nancy Marsh  
Phone: 559-638-0300 ext. 3249  
[nancy.marsh@reedleycollege.edu](mailto:nancy.marsh@reedleycollege.edu)

**Communication Policy:** If you have questions, then you can contact me through a variety of methods:

- Email me at [nancy.marsh@reedleycollege.edu](mailto:nancy.marsh@reedleycollege.edu)
- Voice message at 559-638-0300 x3249
- Message me through Canvas Inbox located on the left of the screen on Canvas
- Zoom meeting during office hours (check Canvas for links)
- Coffee Shop Q & A discussion board on Canvas for our class

If you choose to email, voice message or inbox me your questions then please note that I have Weekday 24-hour and Weekend 48-hour return policy. This means that it can take me between 24 hours during the week and 48 hours on the weekends to respond to your question. The reason for this time delay is because I am not always available or online right when you need me. Questions posted on the **Coffee Shop Q & A** discussion board can also be answered by helpful students, so you might not have to wait for an answer!

### Office Hours:

Mondays, Wednesdays, and Fridays 9:00 – 9:50 am or by appointment.

**\*All office hours are virtual using Zoom.**

### Mandatory Zoom Orientation

For this class there will be a Mandatory Zoom Orientation meeting that you must attend. I've provided two sessions for you to choose from, and you only need to attend ONE.

Monday, August 10 from 4:00 – 5:30 pm.

Thursday, August 13 from 9:00 – 10:30 am

If you cannot attend one of these meetings then you should contact me immediately so that we can make arrangements for you to complete the Mandatory Zoom Orientation at another time.

### Optional Zoom Meetings:

This class has been adapted to provide you with a more traditional face-to-face experience. I will hold Live Zoom meetings once a week. These meetings are Open Discussion meetings where I will answer questions, provide course material, introduce assignments, or even go over the presentations. What you need!

Wednesdays at 10:00 am beginning August 26.

If you are unable to attend the meeting live, then you can view a recording of the meeting. These recordings will be uploaded the next day before 10:00 am. Both the live and recorded meetings are optional. You do not have to participate in the live or recorded meetings. However, the information from these meetings could help you to better understand the course material, and might positively impact your final grade. \*Note: There will not be a meeting on August 19 due to a previous engagement.

### Covid-19 Precautions:

Being that we are in the middle of a pandemic we will need to take precautions to stop the spread of Covid-19. If you feel that you are sick, please isolate yourself and get tested. If you become sick and are having difficulties with completing your assignments, please contact me as soon as possible. It is possible for you to successfully complete the course through a mild illness. I will accommodate you with extended non-penalized due dates if appropriate. Let's stay healthy!

## **CHDEV 15: Diversity and Culture in Early Care and Education Programs**

### **Course Syllabus**

#### **Course Description:**

This course examines the impact of various societal influences on the development of children's social identity. It covers developmentally appropriate, inclusive, and anti-bias approaches. Both self-examination and reflection on issues related to social identity, stereotypes, and bias will be emphasized.

#### **Student Learning "Objectives":**

Everything we do in class is based on the following:

1. Examine the impact of various societal influences on the development of children's social identity (Met through textbook readings, lecture content, journal entries, culture presentations, essays and discussions).
2. Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development (Met through textbook readings, lecture content, journal entries, discussions, chapter tests, essays and in-class activities).
3. Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families (Met through textbook readings, lecture content, journal entries, chapter tests, discussions, essays and in-class activities).

#### **Required Text:**

- This is an Open Educational Resources (OER) course and does NOT have a textbook. Instead you will be assigned readings on Canvas.

#### **Course Details:**

1. There are 18 weeks in this semester. The last week is Final's Week. The module for final's week contains the final essays, but no readings.
2. There are two parts to every online course you take: 1) online Canvas modules and assignments and 2) off-line study time and completion of assignments. This course is worth 3 units, which means that you should expect spend between 6 - 9 hours a week working on this course both on- and off-line.
3. **Canvas:**
  1. All of the course information to help you master this course can be accessed on Canvas.
  2. If you do not have a home computer or device for accessing Canvas, you need to contact the technology department at 559-637-2555. The College has a limited number of laptops and accessories available to loan to students.
  3. Almost all of your assignments will be completed using Canvas. However, there is a difference in Canvas on a computer browser and the Canvas App.
    1. The app may not show all of the photos that accompany the Canvas pages.
    2. The app may not provide spell check or may auto-correct what you're typing. Once your work is submitted it is considered a complete and final draft. Points will be deducted for incorrect spelling, improper grammar and text-writing. If you struggle with these areas, then please use a computer to spell-check and proofread your work before submitting it.

#### **Attendance Policy:**

You are required to visit Canvas early each week (before midnight on Tuesday) and post a quick response to the Check-In question in our module for that week. This post serves two purposes; 1) to count as attendance in the course, and 2) to ensure that you visit Canvas and are aware of the assignments due that week, in enough time to complete the work. You can earn a total 90 points toward your final grade (5 points Check-In Post). ***If you fail to complete the Check-In Post then you will be marked absent for that week (regardless of when you complete the post).***

## CHDEV 15: Diversity and Culture in Early Care and Education Programs Course Syllabus

### Late Work Policy:

All assignments should be turned in on or before the listed due date. Late work will only be worth half points regardless of how late the assignment is turned in.

**Grading:** Final Grades are determined on the basis of accumulated points from required assignments.

Letter Grade	Point Range	Percentage
A	540 to 600	90 to 100 %
B	480 to 539	80 to 89 %
C	420 to 479	70 to 79 %
D	360 to 419	60 to 69 %
F	0 - 359	To 59 %

### Required Assignments:

**Check-In:** The check-in posts are due on Tuesdays and serve as attendance for our class. Each check-in post is worth 5 points towards your final grade. If you miss a check-in post then you will be marked absent for the week.

**Culture Presentation:** You will be required to create a presentation on your private culture. This presentation can be an article, PowerPoint presentation, webpage, video, or other way of conveying your personal culture to the class. You can receive 60 points for creating this presentation and 40 points for viewing and responding to at least 4 other classmates' presentations. We will begin working on this assignment in a couple of weeks and it will be due toward the end of the semester.

**Group Discussions:** You will be placed into a discussion group for these assignments. You must post an answer to a question related to the weekly module and then respond to your group members. You will receive up to 12 points for posting your answer and 8 points for responding to your group members.

**Final Project:** You will complete a final project for this course. Your project can be a culture-book report, term paper, or final presentation on culture. This assignment is worth 40 points and will be discussed further later in the semester.

**Final Essays:** There are 3 final essays worth 10 points each. These essays cover all of the materials and discussions from the course and are due on Canvas during the final week of the summer session.

**Course Schedule:** A schedule is provided on Canvas in a file and through Canvas Calendar.

### Important Dates:

1. **August 10, 2020:** Semester begins
2. **August 28, 2020:** Last day to register for class
3. **September 7, 2020:** Holiday—No classes held
4. **October 9, 2020:** Last day to drop the class (letter grade assigned after date)
5. **November 11, 2020:** Holiday—No classes held
6. **November 26-27, 2020:** Holiday—No classes held
7. **December 4, 2020:** Last day to submit assignments (before midnight)
8. **December 7-11, 2020:** Final Exams Week
9. **December 7, 2020:** Last day to submit final essays (before midnight)

## CHDEV 15: Diversity and Culture in Early Care and Education Programs Course Syllabus

10. **December 11, 2020:** Semester ends.

11. **December 14, 2020:** Grades submitted to Admissions and Records before noon.

**Having Problems?** If at any time you find you are having trouble succeeding in this course, whether because of a change in your life circumstances or because of something you don't understand about the materials, please see the instructor. There are a number of services available to assist Reedley College students in succeeding in their coursework. A list is located on Canvas in Module 1.

### Other Important Information:

1. **Syllabus and Class Policies:** These, and other important documents for our course, can be accessed on Canvas. It is your responsibility to read and understand all of the important documents on Canvas.
2. **Extra Credit:** You can earn up 9 points of extra credit by taking the Syllabus Extra Credit Quiz in Module 1. There will also be an extra credit opportunity toward the end of the semester. More on that later.
3. **Grades in Progress:** Canvas has been set up to show your grade as a working grade in progress. If you check your grade often, then you will see your grade rising as we progress through the semester. **If you have any questions about your grade during the semester, please visit me during my office hours. Grades will not be discussed through email. Private Zoom meetings will be set up at the students request to discuss grades.**
4. **Grading:** All assignments will be graded as quickly as possible, but can take some time. Please be patient. Most quizzes will be automatically graded on Canvas.
5. **Cheating/Plagiarism:** Cheating and/or plagiarism will not be tolerated. A student will receive no credit for the assignment if in the opinion of the instructor the individual has cheated.
6. **Dropping the Course:** It is YOUR responsibility for dropping the course if you choose. You must drop using the proper procedures through Reedley College Admissions and Records office. If you choose to stop attending class, make sure that you do an official drop, otherwise you might end up with an "F" grade for the course.
7. **Announcements:** All important information will be communicated through Canvas Announcements. The homepage for our class will highlight the last three announcements. All announcements are emailed to students when posted to Canvas.
8. **Accommodations for Students with Disabilities:** If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

### Changing Syllabus Statement:

This course syllabus is equivalent to a contract between the instructor and the student. However, the information in this syllabus is subject to change at any time during the term. All changes will be announced on Canvas and students are responsible for noting such changes. I do not anticipate any changes being made this session.

The student's decision to continue in the class denotes acceptance of:

1. this syllabus as a contract outlining the student's responsibilities to complete all required assignments by the due dates
2. the changing syllabus statement
3. the expectations of this course as outlined in this syllabus
4. final grades being determined on the basis of accumulated points from required assignments

**CHDEV 15: Diversity and Culture in Early Care and Education Programs**  
**Course Syllabus**

5. that grades will be submitted on the date and time indicated in the course schedule and discrepancies need to be addressed before this time.

Students disagreeing with the above statements should withdrawal from this course section and enroll in a section of this course taught by another instructor.