

CHDEV 15
Diversity and Culture in Early Childhood
Spring 2019

Instructor: Marcy Davidson

Phone: 559.638.0300 x 3127

Office hours: Mon. 11:00 - 12:00, Tues & Thurs 9:30 – 10:30 & Wed. 9:00 – 9:30,

Virtual Office hour: Fri. 8:00 – 9:00 am (via email /canvas only)

Office: Child Development Center

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Text:

NO TEXTBOOK for this class – ORE (Online Educational Resources). All reading, material, and information will be available on the canvas course. You must access canvas weekly for assigned reading and materials.

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, classroom and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically responsive teaching and 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.

Course Outcomes:

Upon completion of this course the student will be able to:

1. Examine the impact of various social influences of the development of children's social identity.
2. Evaluate the ways that developmental appropriate, inclusive and anti-bias approaches support learning and development.
3. Evaluate the influence of teachers' experience on teaching approaches and interactions with children and families.

Course Objectives:

During the course the student will:

1. Compare and contrast perspectives on diversity and inclusion.
2. Identify various forms of diversity.
3. Explore the influences of stereotypes and bigotry.
4. Evaluate the relationship between one's own experience and the development of personal bias.
5. Identify the influences on the development of social identity.
6. Evaluate classroom environment, materials, and approaches for development, cultural, and linguistic appropriateness.

7. Evaluate strategies used to build collaborative relationships with families' related to issues of diversity.

Course Information & Policies

1. Observation Requirement – A two hour observation at a licensed child care program is required to complete the observation assignment. This may be completed at the on campus Child Development Center or other approved center.
2. All students who utilize a lab site must have an updated TB test (available with Health Services) and required immunizations and complete any required paperwork from the lab site prior the observation visit. If you have tested positive to TB, take your most recent chest x-rays to the Reedley College nurse for clearance.
3. **Online and off-line Work:** These are the two parts of this course. Your success will depend on how much time you spend completing each. **Online work** will be completed on Canvas. You will be required to complete a learning Module each week. These modules include required posting, reading, viewing presentations or videos, and quizzes. **Off-line work** is what we typically refer to as "Homework". Homework includes the things you do without having to be the Canvas site, such as reading, researching topics, and writing papers. Students who spend time doing both Online and off-line work are usually more successful in passing the course

Assignments/Requirements

Assignments may vary weekly. This may include written work, individual and group activities, and quizzes. Students are expected to log on at least two times per week, prepared and ready to discuss reading assignments

- All assignments must be neat and clearly labeled with student name and date.
- Papers should be double - spaced, 12 point font, one inch margins in an easy to read font.
- Always make a copy of your work.
- Take responsibility to present completed, polished college level work on-time.
- All papers must be **corrected for proper punctuation, grammar and spelling**
- Late assignments – **Students are allowed ONE late assignment. Late assignments may be turned in up to one week past the due date. All late assignments must be completed by the 16th week of the semester.** After one late assignment, no late work will be accepted.
- As an online course, you will be required to read and respond to your classmates.
- This class only meets ONLINE. No face to face time is required. ALL work must be submitted via the class Canvas site. NO work may be turned in directly to the instructor.

Assignments:

1. Class Participation – A variety of in class activities board assignments will be given throughout the course. These are designed to develop in-depth knowledge of content and may be individual or completed in small groups. These will help develop an understanding of your classmates POV (point of view). These may also include discussion board reflections to be completed in our canvas course and may be based on a video or article provided on the module, or research information you are asked to gather. Participation points vary and will have a small point value. SLO #1 -3 #3 (15 @ 5 points each = 75 points)
2. Culture Box/Paper: Students will gather information about their own culture and write a one page pager to describe "All About Me". This paper will include information about the student's background, culture, family and labels. In addition to the written paper, students

will create a small box or container that is decorated and includes artifacts such as photos, personal items, pictures or other materials. The Culture Box will be presented to the class. SLO # 1 (25 points)

3. Anti-Bias Experience Journal:

Throughout the semester students are expected to complete journal entries. These entries will be posted/submitted on the CANVAS site. The journal will chronical the student's experience during the semester as they develop an understanding of culture and diversity as it applies to working with young children, families, programs, classroom and teaching. Students are required to complete 10 journal entries during the semester. SLO # 2 (10 points each = 100 points)

4. Environment Observation – One classroom observation of a child care preschool classroom. Students will spend two hours at the on campus Child Development Lab School or approved site and complete a classroom observation assignment. SLO # 2 (50 points)

5. Reading Rainbow– Students will choose a children's book that relates to a diverse world and create a learning experience for young children around the book. This book and learning experience will be presented to the class. (50 points) SLO # 2

6. Four quizzes – Four quizzes will be given in class. These include information from the text book, in class assignments, videos, lab assignments, and articles provided. SLO # 1 - #3 (50 points each)

Grades:

	Possible Points	Total Points	Final Grade
Journal Entries (10 @ 10 pts)	100	450 - 500	A
Class Participation	75	400 - 449	B
Culture Paper and Presentation	25	350 - 399	C
Reading Rainbow	50	300 - 349	D
Quizzes (4 @ 50 pts)	200	299 or below	F
Environment Observation	50		
TOTAL POINTS	500		

If a problem arises during the semester, please make an appointment with the instructor or come during office hours to discuss how we can best resolve the issue and help you achieve success in class. **Grades are confidential and will not be discussed in the classroom.**

Academic Success

In order to succeed at the highest level in college, be sure to utilize the College services that is available to all students. This includes the Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services.

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 or the Rehabilitation Act, please see me as soon as possible. The instructor

will comply with the requirements of the American's with Disabilities Act (ADA), by appropriately accommodating any student with a verified disability.

Written Work Expectations

Proper writing is a basic expectation when someone has earned a college degree, and writing quality does matter as a college student and in the profession as an educator. If you intend to work with children and families, there will be many times when you need to communicate information that is crucial, including rationale for continued funding for your job and the children and families you serve. It is valuable to you if you are able to communicate through writing and that you used consistent writing mechanics.

All assignments completed in this class are expected to have college level quality writing which includes proper use of grammar, usage, mechanics, style, as well as proper APA citing style where applicable. All outside classroom assignments are to be typed. Assignments turned in hand written will result in a score of zero.

The Writing Center offers free writing assistance to students on campus. For more information on all they offer, visit or call Writing Center Information at 638-3641 ext. 3619 or email rcwritingcenter@reedleycollege.edu. Learning to study more effectively will also help with writing, and The Tutorial Center (Library Building LRC 111) has a variety of services to help you succeed in college through more effective learning strategies. For more information call the Tutorial Center at 559-638-0358.

Classroom Expectations

- Students are expected to attend class and actively participate in class weekly.
- Students are expected to conduct themselves, according to the Student Conduct Standards.
- Please be respectful of fellow students and the instructor. See Ground Rules.
- Students are expected to direct all concerns/questions to the instructor in writing.
- Cheating and plagiarism will be cause for disciplinary action.
- Students are expected to attend and actively participate in class discussions and activities.
- Students are expected to log on to Canvas at least two times per week.
 - You will be expected to participate in large and small group discussions and various class activities. Active participation is likely to enhance your enjoyment of the course material and facilitate a higher level of learning. You will be encouraged to share your own reactions to course materials, questions, and ideas, as these are what will enable you, your classmates, and your instructor to gain the most from our time together. Reading the assigned materials is required for full credit. Being able to critically analyze what you have read and discussed, as well as make connections to real world settings when applicable, are ultimate goals.

Attendance

- If you are not in class, you will be considered absent.
- If you are late and / or leave early, you will be considered absent.
- If you miss more than two weeks, the instructor *may* drop you.
- Dropping after the drop date will result in an "F" grade.
- It is the student's responsibility to drop a class if they no longer intend to participate.

Late Policy

Life happens and occasionally you are not able to “attend” class. As a child development student you are not only learning the material in the class but also learning time management and what is expected in the workforce. Deadlines and timelines are very important when working with children, families, agencies and reporting institutions. This class provides you with a chance to work on your time management and develop the skills required and expected in the education and child care field. **You are allowed one late assignment that must be submitted within 7 days of the original due date. This assignment will be graded accordingly but *may* have points deducted.**

Student Conduct and Cheating

Plagiarism is the use of others’ words and/or ideas without clearly acknowledging their source. When you incorporate those words or ideas into your own work, you must credit where the sources is cited. Plagiarism, intentional or unintentional, is considered academic dishonesty and is not tolerated.

Threat of physical or emotional abuse, on or off college property, of the person or property of any member of the college community or members of his/her family will be cause for disciplinary action.

Canvas

Information about this course, and ALL resources for it, will be available on Canvas. Canvas is available at through the main Reedley College home page. You will use your RC username and password to login. Through Canvas, you will be able to access the syllabus, assignment guidelines, and any handouts that will supplement the texts and/or lectures. In addition, you will be able to send email to your classmates and me. You will also be able to use Canvas to check your grades online. You should monitor your grades to be sure they are entered accurately and completely. If there is a mistake, please bring it to my attention as soon as you notice it. Journal entries will be utilized through Canvas. Please keep all returned assignments until your final grade has been posted at the end of the semester.

Please note that ONLY your RC (my.scccd) email address is recognized by Canvas or for emails. Any messages that I send to the class will be sent through Canvas, and therefore through your RC my.scccd email address. I will not respond to personal emails due to spam and other computer viruses. Please only use your Reedley College email when communicating with me via email. You are responsible for information disseminated through email; ignorance (“I didn’t check my email,” “My e-mail isn’t working,” I don’t have access to a computer,” etc.) is not an acceptable excuse.

Syllabus Disclaimer

This syllabus constitutes a contract between the instructor of this course and the student enrolled in the course. The student’s decision to attend the class denotes:

1. acceptance of this syllabus.
2. acceptance of the expectations of this course as outlines by this syllabus.
3. the student’s understanding that the course schedule outline in this syllabus, except assignment dues dates, is subject to change without notification to the student.
4. the student’s understanding that it is their responsibility to read and complete all assignments and turn in all work by the designated times.

** The instructor reserves the right to make changes to the course syllabus or schedule as deemed necessary for the good of the class.

Important Dates to remember

First Day of Class	Monday, January 14, 2019
Campus Closed – MLK Day	Monday, January 21, 2019
Campus Closed –Lincoln Day	Friday, February 15, 2019
Campus Closed – President’s Day	Monday, February 18, 2019
Last Day add/ drop	Friday, February 1, 2019
Last Day to drop with a W	Friday, March 15, 2019
Campus Closed – Spring Break	Mon. April 15 – Fri. April 19, 2019
Last Day of Classes	Friday, May 24, 2019