

CHDEV 15
Diversity and Culture in Early Childhood
Fall 2020 Online

Instructor: Marcy Davidson
Zoom Office Hours Mon. 9:30a – 10:30a, Tues. 3:00p – 4:00p & Wed. 9:00a – 10:00a
Virtual Office hour: Tues. 11:00a -12:00p and Fri. 8:00a – 9:00a via email or canvas
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Text:

Required Texts: NO TEXTBOOK FOR THIS CLASS!! ORE Course. All reading and information for this class will be available via Canvas.

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 developmentally 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 Reedley College campus Child Development Center or other approved center. This may be done after center hours and not while children are present.
2. All students who utilize a lab site when children are present 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. This will not be needed if children are not present.

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 submitted 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. Be sure your name is on the top of EVERYTHING submitted.
- 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 1 weeks 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 in discussion boards and support each other in a respectful and professional manner.
- 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. Weekly Assignment: – Weekly assignments will be given throughout the course. Examples of assignments include video or article reviews, discussions, small group work, or research information. Each assignment will have a small point value. SLO #1 - #3 (5 – 10 points each = 100 points)
2. Culture Paper:
Student will gather information about their own culture create a one page “All About Me” paper. Students may use photos of artifacts, personal items, pictures or other materials to include with their paper. SLO # 1 (25 points)
3. Anti-Bias Experience Journal:
Throughout the semester students are expected to complete journal entries. 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 Diversity Observation – One classroom observation of a child care preschool classroom. Students will spend two hours at the on campus Child Development Lab School or an approved site and complete a classroom observation assignment. (Due to COVID this assignment may be adjusted with online videos for observations) 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 submitted for all students to see. (25 points) SLO # 2
6. Four quizzes – Four quizzes will be given in class. These include information from readings, videos, modules, assignments, and articles provided. SLO # 1 - #3 (50 points each)

Grades:

	Possible Points	Total Points	Final Grade
Anti-Bias Journal Entries (10 @ 10 pts)	100	405 - 500	A
Discussion Boards	100	360 – 404	B
Culture Paper	25	315 – 359	C
Reading Rainbow	25	270 – 314	D
Quizzes (4 @ 50 pts)	200	269 or below	F
Environment Observation	50		
TOTAL POINTS	500		

If a problem arises during the semester, please make an appointment with the instructor or log on during the zoom or virtual office hours to discuss how we can best resolve the issue and help you achieve success in class.

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.

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.

WEB Classroom Expectations

- Students are expected to log on and actively participate in class discussions 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 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 check in each week, 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 even online. 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.

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 resources for it, will be available on Canvas. Canvas is available at through the main Reedley College and your Portal. 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, August 10, 2020
Campus Closed – Labor Day	Monday, September
Last Day to add/drop	Friday, August 28, 2020
Last Day to drop w/a W	Friday, October 9, 2020
Campus Closed – Veteran’s Day	Wednesday, November 11, 2020
Campus Closed – Fall Break	Thurs/Fri, November 26/27, 2020
Last Day of Classes	Friday, December 11, 2020