

Reedley College
ECE 7: Diversity and Culture in Early Care and Education Programs
Course Syllabus

Course Information

Section 55009--Hybrid
Unit Load: 3
Class Meets: T 10:00 – 11:50 am
Room CECE 104

Instructor Information

Nancy Marsh
Phone: 559-494-0300 ext. 3249
nancy.marsh@reedleycollege.edu
Office: CECE 143

*Is this the **syllabus**?*

This syllabus has been designed to match questions students have about the course. It contains all of the important course information as a traditional syllabus. Please contact the instructor if you have any questions about its content or format.

*How do I **Contact** the instructor?*

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

- Email me at nancy.marsh@reedleycollege.edu
- Voice message at 559-494-3000 x3249
- Message me through Canvas Inbox located on the left of the screen on Canvas
- In-person communication before and after class, and during office hours.

*When are the instructor's **office hours**?*

- Mondays and Wednesday from 11:00 – 11:50 am
- Tuesdays from 12:00 – 12:50 pm
- Thursdays from 10:00 – 10:50
- Fridays from 9:30 – 10:20 in the ECE HUB, CECE 135
- Before and after class
- By appointment

*What does **hybrid** mean?*

This course is a hybrid which means that some of your instruction will be face-to-face with the instructor in a classroom, and the remainder of your instruction will be online using Canvas.

*Do I have to **attend the in-person part** of this class?*

Yes! To be successful you need to come to the class meetings weekly AND you need to complete the learning modules on Canvas.

*Do I need to use **Canvas**?*

Canvas plays a large role in our course. Half of your instruction for this class happens on Canvas. It also has other instructional materials to help you master this course can be accessed on Canvas. On Canvas you can find the syllabus, schedule, homework, skills, grades, and read the textbook.

*What is the **course description** for this class?*

Examines the impact of various societal influences on the development of children's social

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identity. Covers developmentally appropriate, inclusive, and anti-bias approaches. Self-examination and reflection on issues related to social identity, stereotypes, and bias will be emphasized.

What is Competency-Based or Skill-Based Education?

Competency-based education (CBE) is a method of teaching and evaluating based on students demonstrating that they have mastered the skills required for course completion. You will be mastering the skills taught in this class by practicing them and applying them when completing homework assignments. Your focus is to develop mastery of the skills associated with the three Student Learning Outcomes.

What are the Student Learning Outcomes (SLO) and Mastery Skills?

Student Learning Outcomes have been determined for every college course you take. Our course has three of them. To make them easier to master, I've broken them down into skills you need to acquire to show you've mastered the course. These are the SLOs and mastery skills:

SLO 1: Examine the impact of various societal influences on the development of children's social identity.

- Skill 1.1: Describe culture and how it is passed from one generation to another.
- Skill 1.2: Describe the role of peers in the development of children's identity.
- Skill 1.3: Explain the importance of play for identity.
- Skill 1.4: Discuss the role of culture in identity development.

SLO 2: Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.

- Skill 2.1: Discuss ways programs should be inclusive.
- Skill 2.2: Relate how culture affects development.
- Skill 2.3: Discuss developmentally appropriate practices.
- Skill 2.4: Describe strategies to create culturally responsive early childhood education environments.
- Skill 2.5: Identify how the importance of play relates to developmentally appropriate practices.
- Skill 2.6: Describe the practices that teachers use to promote multiculturalism.
- Skill 2.7: Define anti-bias approach.
- Skill 2.8: Explain how race influences learning.
- Skill 2.9: Explain how ethnicity influences learning.
- Skill 2.10: Explain how language influences learning.
- Skill 2.11: Explain how family structure influences learning.
- Skill 2.12: Explain how socioeconomic status influences learning.
- Skill 2.13: Explain how disabilities influence learning.
- Skill 2.14: Explain how gender influences learning.
- Skill 2.15: Explain how religion influences learning.
- Skill 2.16: Outline ways to support healthy gender development.

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- Skill 2.17: Outline how to practice culturally responsive care.
- Skill 2.18: Discuss the Privilege as Practice Framework.
- Skill 2.19: Describe the Culturally Responsive Strength-Based Framework.

SLO 3: Evaluate the influence of teacher’ experiences on teaching approaches and interactions with children and families.

- Skill 3.1: Analyze how teachers’ professional identities are formed.
- Skill 3.2: Relate the importance of becoming an equity-minded teacher.
- Skill 3.3: Articulate the importance of celebrating diversity.
- Skill 3.4: Explain how to develop relationships with families that are inclusive and supportive.
- Skill 3.5: Outline how to create practices and policies that respond to differences respectfully.

What are Skill Scores?

Each time you attempt to show you’ve mastered the skills (through completing homework assignments) you will earn a score for that skill. You will receive a score for each skill to help determine your grade in the course. There are 28 skills you need to master, each worth up to 4 points.

How are skill scores determined?

Each homework attempt will be assigned a score that corresponds to the skill practiced in the assignment. Each step in the progression of mastery is scored on a 4-point scale.

Mastery Steps	Step 4	Step 3	Step 2	Step 1	Step 0
Mastery points	4 points	3 points	2 points	1 point	0 points
Letter Grade	A	B	C	D	F
Mastery Title	Exceeds Mastery	Skill Mastered	Approaching Mastery	Beginning Understanding	No Evidence
Mastery Definition	In-depth understanding, demonstration or application of the skill.	Basic understanding, demonstration or application of the skill.	Progression towards understanding, demonstration or application of the skill.	Understanding concepts and ideas necessary for building the skill.	No evidence of understanding, demonstration or application of the skill.

How is my final grade determined?

Skill Scores are totaled to earn you a Mastery Score for the course. There are at total of Mastery Score points possible in this course. Your Final Grade for the course is based on mastery-based grading percentages as outlined below.

What is the Grading Scale for this class?

Mastery Step	Grade	Mastery Score Total	Percentage
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Exceeds Mastery	A	98 – 112	87.5 – 100
Skill Mastered	B	77 – 97	68.75 – 86
Approaching Mastery	C	56 – 76	50 – 67
Beginning Understanding	D	35 – 55	31.25 – 49
No Evidence of Understanding	F	0 – 34	0 – 30

Do I have Homework (HW)?

Homework is optional but necessary! You will choose which homework assignments you want to complete. Completed assignments will be graded and will earn you a score for each skill associated with the assignment. Some assignments cover just one skill, while others cover multiple skills. You get to pick and choose which assignments to complete. The only way to get a grade in this class is by completing homework. Homework is clearly marked with HW at the beginning of the title.

Why did I receive a 0 (zero) for my assignment?

Even after a HW assignment is graded, it will be marked as 0 (zero) points. Remember that your goal is to complete HW to **show mastery of the SLO Skills**. Although the grade page on Canvas will show all of the skills and HW assignments, your grade is determined by your skill scores. Therefore, HW assignments will always be recorded as 0 and DO NOT count toward your final grade.

How should the work be completed?

I want to work with your academic style and abilities. Some people are better at writing, some are better at talking, some are better at taking quizzes, and some are more creative in getting their thoughts across. You get to choose how you show mastery of the SLO skills.

Submission Formats: Essays, term papers, typed work, classroom presentations, discussions, conversations with me, observations and assessments, quizzes, exams, posters, videos, just about anything! The rubric provided for each assignment will be used for grading regardless of the submission type.

You choose how to present your work!

I know that for many of you, skill-based learning and open-style completion requirements are a new thing. Don't worry. We will discuss it many times during this term. Just give it a try. You may be surprised at how freeing this style can be!

Can I resubmit an assignment for a higher score?

As you are building an understanding of the SLO skills, you will naturally progress through the mastery steps (0 – 4). There are things that we can do to help you move from a lower step to a higher step that shows higher level mastery.

What I will do: In addition to providing you with learning materials and guidance, I will thoroughly assess your work and give you feedback for improving your mastery of the skills.

What you should do: You need to read the feedback I give you, review the learning materials, and either resubmit your activity or complete another activity associated with those mastery skills. This is the beauty of Skill-Based Learning!

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When is homework due?

For my own sanity and your learning progress, we need to have due dates. You should be working on mastering the SLO skills at your pace, within this semester.

First Submissions: Each activity has a due date that you must meet.

Late Submissions: You can submit assignments late with a deduction of 1 point. This means that you cannot earn an A grade on an assignment submitted late.

Resubmissions: You can resubmit an assignment at any time without penalty.

Do I have a textbook for this class?

This is an Zero Textbook Cost (ZTC) course and the textbook will be provided to you as a file that you download and view from your device. It is provided to you for free!

You also have the option of viewing the textbook online. For more information see the Textbook page on Canvas.

How long is this term?

This is a full-term 18-week semester beginning on January 8 and ending on May 17, 2024.

How much time should I spend working on mastering this class?

Everyone works at their own pace according to their own personal obligations and schedules. It's a good idea to work on each skill and its associated assignments on the same day we discuss it in class. The Course Schedule (available on Canvas) outlines when each skills/topic is discussed. The HW due dates are set to help you stay on track.

Do I need to use Canvas?

Canvas plays a large role in our course. All of the course information to help you master this course can be accessed on Canvas. On Canvas you can find the syllabus, schedule, homework, skills, grades, and the textbook.

Do I need a computer to complete the work for this class?

There is a difference between Canvas using a browser and the Canvas App used on a phone or tablet. Instructors must use a browser to access Canvas and set up the course. When you access Canvas using the app, many pages are structured differently than how the instructor intended. You could be missing important links, instructions, videos, photos, and other information for mastering the skills. In addition, the app doesn't always 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 access Canvas. You also should spell-check and proofread your work before submitting it.

Computers can be borrowed from the RC library.

Does the instructor take attendance?

Attendance is taken in class at the beginning of every class meeting. Your attendance record is submitted as part of your final grade. You must be in the classroom when roll is taken to be

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counted as present. If you miss class or arrive late, you will be marked as absent. Attendance is not counted into your grade.

*Is there a **schedule** for me to follow?*

We will use the calendar on Canvas for assignment due dates. You can also print a copy of the reading and due date schedules on Canvas.

What if I'm having problems with this class?

If at any time you find that 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.

*Is there a **tutor** for this class?*

The RC Tutoring Center is very good at matching you with a tutor who has taken the class before you. As soon as a tutor has been assigned for our class, it will be posted on Canvas.

*Can I have **my phone** out during class?*

Phones can be a distraction for you, your classmates, and the instructor. It is best to avoid using it during class. If you need to have your phone on during class, then please let me know.

*When will my assignment be **graded**?*

Assignments take time to be created, and they take time to be graded. I will work on grading assignments Monday through Friday. It is important to your understanding of the skills for you to receive detailed feedback. That takes time. Please be patient.

*Is there any **extra credit** for this class? OR Why can't she remember my name?*

It's true! I am terrible at remembering names. For the past 25 years my students have been annoyed at my inability to remember their names. So, this semester I'm trying something new. If you help me to learn your name by the end of the semester I will award you 4 extra points to be used to cover your lowest skill score or a missing skill score. But you have to help me learn your name!

*What should I know about **cheating**?*

Cheating and/or plagiarism will not be tolerated. Check the RC college catalog for a definition of plagiarism. If I suspect that you have cheated/plagiarized, the following actions will be taken:

1. First instance: You will receive 0 points and I will inform you of my suspicions of cheating.
2. Second instance: You will receive 0 points and the dean will be notified.
3. Third instance: you will receive an F for the course.

*Can I **work together** with a classmate to finish my work?*

You can work together with others to complete assignments. However, you **MUST** submit your

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own work IN YOUR OWN WORDS. If your work matches too closely to other students' work, then ALL matching students will receive scores of zero (0) and it will count as a first instance of cheating.

What grade will I get if I stop coming to class?

You will receive an F for the class if you miss more than 2 days of class.

Can the instructor drop me from the class?

You can miss 1 day in this class without penalty. If you miss two or more days, then you will be subject to the following:

1. Weeks 1 – 9: You can be dropped from the class.
2. Weeks 10 - 18: You will receive an “F” grade for 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.

How will I know if a class meeting gets canceled by the instructor?

From time to time a class meeting may need to be canceled. Notification of canceled class will appear in several forms: 1—Official cancel notification from Office of Instruction posted on the door, 2—Notification posted on Canvas site for the class, 3—Notification emailed to students using email addresses from Canvas. If possible, the canceled class notification will also appear on the Reedley College Web page.

What if I have a verified disability?

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.

**I sometimes use Red or Green pens/writing to grade your assignments or highlight important information on Canvas. Please tell me IMMEDIATELY if you have difficulties seeing these colors. I will use alternate colors if you let me know of your color distinguishing difficulties.

Are there any important dates I should know?

1. **January 8, 2024:** Semester begins
2. **January 15, 2024:** Holiday—no classes held, campus closed
3. **January 18, 2024:** Last day to add a short-term 1st 9-week class
4. **January 26, 2024:** Last day to add a full-term class
5. **February 1, 2024:** Last day to drop a short-term 1st 9-week class
6. **February 16, 2024:** Holiday—no classes held, campus closed
7. **February 19, 2024:** Holiday—no classes held, campus closed
8. **March 9, 2024:** Last day to drop a full-term class (letter grade assigned after date)
9. **March 13, 2024:** Short-term 2nd 9-week begins

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10. **March 23, 2024:** Last day to add short-term 2nd 9-week class
11. **March 25 – 29, 2024:** Spring recess—no classes held, campus open
12. **April 13, 2024:** Last day to drop a short-term 2nd 9-week class
13. **May 13 – 17, 2024:** Final's Week
14. **May 17, 2024:** Grades submitted to Admissions and Records
15. **May 17, 2024:** Spring term ends

Will this syllabus change?

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 stated in class and students are responsible for noting such changes. In the event that you are absent on the day changes are made, it is your responsibility to find out the changes and adhere to them.

The student's decision to attend 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 policy that late assignments will have some or all of the points deducted
3. The changing syllabus statement
4. The expectations of this course as outlined in this syllabus
5. That final grades are determined on the basis of accumulated points from required assignments
6. That grades will be submitted on the date and time indicated in the course calendar and discrepancies need to be addressed before this time, preferably during the final class meeting
7. Calendar due dates do not change.

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