



**Early Childhood Education 7 (ECE 7) # 55028**  
**Diversity and Culture in Early Childhood**  
**Spring '24 Online Asynchronous**  
**March 11 – May 17**

**Instructor:** Marcy Davidson  
**Phone:** 559.494.3000 ext. 3127  
**Office Hours:** Zoom: Mon. 10:00a – 11:00a, Wed 11:00a – 12:00p & Fri. 8:00 – 9:00 a  
On Campus: Tues. 11:00a – 12:00p  
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**Text:**

**Required Texts:** NO TEXTBOOK FOR THIS CLASS!! WAHOO!! This is an OER (Online Educational Resources) 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.

**Student Outcomes:**

These are the ways we measure your success in class. Each activity and assignment is connected to one of these 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:**

These are the areas that you should know by the end of the semester. Each assignment and module in class provides you with content to be able to understand these.

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**

1. Observation Requirement – A two-hour observation at a licensed child care program is required to complete the classroom environment observation assignment. This may be completed at the Reedley College Children's Program and Lab School or approved center. This may be done after center hours and not while children are present if needed for health and safety.
2. All students who utilize a lab site when children are present must have an updated TB test (available with Health Services), required immunizations and complete any required paperwork from the lab site prior the observation visit. This is only required if children are not present.

### **Assignments/Requirements**

Assignments may vary weekly and may be adjusted based on student needs. This may include written work, individual and group activities, and quizzes. To ensure success in this class, you should log on to Canvas at least two times per week, read and watch what is provided in the modules and be prepared and ready to discuss in class.

- Papers should be double - spaced, 12-point font, one-inch margins in an easy to read font.
- Please 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. Please be sure to ask for help or contact the writing center if needed.
- All papers should be corrected for proper punctuation, grammar and spelling
- Late assignments – Life happens and sometimes we don't always get things done as planned. So, if needed, you may submit one late assignment up to 1 week past the due date. If more time is needed, please connect with me so that we can decide on a case by case basis what is best. All late assignments need to be completed by the 8<sup>th</sup> week of the semester.
- As an online course, you will need to read and respond to your classmates in discussion boards and support each other in a respectful and professional manner. (See Brave Space Ideas)
- 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, small group work, or research information. Each assignment will have a small point value. SLO #1 - #3 (9 @ 10 points each)
2. Weekly Discussion Boards – Weekly discussion boards will provide an opportunity to connect with classmates, discuss the module topics, and review the material. Post your original response by Thursday and reply back to at least two others in your small group by Sunday. SLO #1- # 3 (9 @ 5 points each)
3. Weekly Quick Writes – These check in's each week are a way to touch base, connect about the week, and give you a chance to check the weekly announcements. At the end of the semester you will receive up to 15 points for participation. (15 points)
4. 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)
5. Environment Observation – You will have the opportunity to visit a child care preschool program and completed one observation of the classroom setting. To do this, you will be able to make an appointment at the RC Children’s Program and Lab School or an approved site. SLO # 2 (25 points)
6. 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
7. Exams/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 Scale
Biography, Brave Space	25		
Assignments 9 x 10 each	90	400 - 450	A
Discussion Boards 9 x 5 each	45	350 - 399	B
Culture Paper	25	300 - 349	C
Reading Rainbow	25	250 - 299	D
Quizzes (4 @ 50 pts)	200	249 or below	F
Environment Observation	25		
Weekly Quick	15		
<b>TOTAL POINTS</b>	<b>450</b>		

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.

### 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 of 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 email [rcwritingcenter@reedleycollege.edu](mailto:rcwritingcenter@reedleycollege.edu). Learning to study more effectively will also help with writing, and The Tutorial Center has a variety of services to help you succeed in college through more effective learning strategies.

### 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.



On Campus Office Hours: Tues. 11:00 – 12:00

In the CECE building Office 147

Zoom Office Hour: Mon. 10:00 -11:00 am, Wed. 11:00 – 12:00 and Fri. 8:00 – 9:00

<https://scccd.zoom.us/j/85063587928?pwd=a3l6LzRnY0FTTmk2dEpFT1BxcTM0QT09>

Additional Virtual office hour available upon request

If you need to meet with me outside of these times, please connect with me so that we can find a time that works. Please see Canvas for zoom links.

#### Attendance

- If you are not check in each week, you may 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 an early childhood education 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 outlined by this syllabus.
3. the student's understanding that the course schedule outline in this syllabus, except assignment due 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, March 11, 2024
Last Day to add/drop without W	Friday, March 22, 2024
Last Day to drop with W	Saturday, March 23, 2024
Spring Break	Mon. March 25 – Sun. March 31, 2024
Last Day of Class	Friday, May 17, 2024