

**Basic Course Information**

Semester	<b>Spring 2017</b>	Instructor's Name	<b>David Sheppard</b>
Course Title & #	<b>Teaching in a Diverse Society' CDEV 107</b>	Instructor's Email	<b>david.sheppard@imperial.edu</b>
CRN #	<b>20659</b>	Webpage (optional)	
Room	<b>202</b>	Office	<b>2201 ( @ IVC Child Center)</b>
Class Dates	<b>02/14-5/6</b>	Office Hours (n/a for PT Faculty)	<b>M/T/W/Thurs: 11:15-12:15</b>
Class Days	<b>Tuesday/Thursday</b>	Office Phone # email	<b>760-355-6397</b> <b>david.sheppard@imperial.edu</b>
Class Times	<b>9:40-11:05</b>	Who students should contact if emergency or other absence	<b>CFCS Secretary:</b> <b>760-355-6232</b>
Units	<b>3</b>		

**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, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically 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. (CSU)

**Student Learning Outcomes**

Critique theories and review multiple impacts on young children's social identity.

Critically assess the components of linguistically and culturally relevant, inclusive, age appropriate, anti bias approaches in promoting optimum learning development.

Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences

Evaluate the impact of personal experiences and social identity on teaching effectiveness.

**Course Objectives**

- A. Understand the nature and processes of systemic and internalized privilege and oppression and their impacts on children's identity development and learning.
- B. Identify and assess the overt and covert ways in which stereotypes and prejudice are learned.
- C. Explore the unique and overlapping issues in racism, sexism, classism, heterosexism, ableism, and ethnocentrism as they relate to children and to early childhood settings.
- D. Explore and define issues of cultural identity including factors such as language, ethnicity, religion, immigration, and economic class - in relationship to children, families, and early childhood settings.
- E. Define and assess the impacts of factors such as language, ethnicity, religion, immigration, and economic class in the personal history of the student and the subsequent impact on teaching young children and families.

F. Plan classroom environments, materials and approaches to effectively promote pride in one's own identity and delight and respect for social diversity.

G. Demonstrate strategies for helping children negotiate and resolve conflicts caused by cultural, class and gender differences, with a focus on using anti-bias approaches in the classroom.

H. Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.

I. Describe a variety of strategies for creating partnerships with parents through building mutual, collaborative relationships, and to challenge bias and injustice in the lives of their children.

J. Review professional ethics and responsibilities and legal implications of bias, prejudice and/or exclusion.

K. Identify teacher's roles and responsibilities in creating a more just world for every child.

### Textbooks & Other Resources or Links

1. Multicultural Education in a Pluralistic Society, 10th Ed. Author; S, Golnick, Donna, and Chinn, Philip
2. Supplemental text: Anti-Bias Education for Young Children and Ourselves, Author: Derman-Sparks, Louise & Edwards, Julie, 2<sup>nd</sup>Ed 978-1928896678 ( This text is not required, but will serve as a helpful resource)

### Course Requirements and Instructional Methods

Grades will be based upon class participation, attendance and completion of assignments, pop quizzes, quizzes, and tests throughout the semester. All material presented in the text, study guide, videos, and handouts will be part of the evaluation process.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

Class Assignments/ Point Value:

2 Tests at 35 points each =70 pts.

Final exam =40 pts.

1 assignment1 (traditions) =10 pts.

Assignment 2 (current event) =10 pts.

Assignment 3 gender/media =10 pts.

Assignment 4 (special needs) =10 pts.

Interview/paper) =50 pts.

Group Connection/presentation = 10 pts.

Reflections =30 pts.

Museum visit report =10pts.

**Total points = 280 pts.**

A=90%-100%, B=80%-89%, C=70%-79%, D=60%-69%,

F= 59% and below

\*\* CDEV 200 portfolio requirements: Interview/topic paper encompasses PLO's 1,3,7,8

Cultural Traditions assignment encompasses PLO 3. Current Event assignment encompasses PLO 7. Special Needs assignment encompasses PLO's 2.3.7. Group Project encompasses PLO 2, 3.

All assignments should be typed or written legibly in blue or black ink.

No assignments or projects will be accepted late. They are due on the date assigned. Every student has the same chance to prepare for quizzes and tests. If you miss a quiz and have extra time to study, it is unfair to those students who took the quiz on time. In order to make up a test, quiz or assignment you must show proof for the absence (doctor's note, hospitalization paperwork, etc.) and it must be approved by the instructor. Regardless of the reason for a missed quiz, all missed quizzes and tests must be made up within a week of when your class took that quiz. Make-ups are at my office during my office hours. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan your schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test before the scheduled time.

### Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### Academic Honesty

- Plagiarism is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly 'cite a source', you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment ;(c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service

#### **Additional Help – Discretionary Section and Language**

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several ‘labs’ on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program
- Library Services: There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources.

#### **Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. If you feel you need to be evaluated for educational accommodations, the DSP&S office is located in Building 2100, telephone 760-355-6313.

#### **Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

#### **Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

#### **Information Literacy**

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

#### **Anticipated Class Schedule / Calendar**

**Class Schedule & Assignments:**

Schedule is subject to change at the instructor's

Course Title and number

	<b>CDEV-107 Spring 2017</b>	
<b>Week 1 2/14-16</b>	<b>Introduction</b>	
<b>Week 2 2/21-23</b>	<b>2. Ethnicity and Race</b>	<b>Begin Tradition</b>
<b>Week 3 2/28-3/2</b>	<b>Ethnicity and Race</b>	
<b>Week 4 3/7-9</b>	<b>3 Class and Socioeconomic Status</b>	
<b>Week 5 3/14-16</b>	<b>4. Gender and Sexual Orientation</b>	<b>Test 1</b>
<b>Week 6 3/21-23</b>	<b>4. Gender and Sexual Orientation</b>	
<b>Week 7 3/28-30</b>	<b>5 Exceptionality</b>	<b>Media</b>
<b>Week 8 4/4-6</b>	<b>5 Exceptionality</b>	
<b>Week 9 4/11-13</b>	<b>6. Language</b>	<b>Test 2</b>
<b>Week 10 4/18-20</b>	<b>7. Religion</b>	<b>Begin group presentation</b>
<b>Week 11 4/25-27</b>	<b>8 Geography</b>	<b>*Interview Paper due (50 pts.)</b>
<b>5/2-4</b>	<b>Spring Break</b>	
<b>Week 12 5/9-11</b>	<b>9. Age</b>	
<b>Week 13 5/16-18</b>		
<b>Week 14 5/23/25</b>		<b>Group</b>
<b>Week 15 5/30-6/1</b>	<b>Review</b>	<b>group</b>
<b>Week 16 6/6</b>	<b>Final</b>	<b>Final Exam</b>

**Class Assignments/ Point Value:****2 Tests at 40 pts. =80 pts.****Final exam =50 pts.****1 assignment1 (traditions) =10 pts.****Assignment 2 (media) =10 pts.****Assignment 3 current event =10 pts.****Assignment 4 (special needs) = 10 pts.****\*Interview/paper PLO) = 50 pts.****\*\* ( Must complete the Interview paper to receive a C or higher in the course)****Connection /presentation =10 pts.****Museum Reflection =10 pts.****Total points = 240 pts.****Grade Breakdown:****A=90%-100%, B=80%-89%, C=70%-79%,D=60%-69%, F= 59% and below****\*\* CDEV 200 portfolio requirements:****Interview/topic paper encompasses PLO's 1,3,7,8****Cultural Traditions assignment encompasses PLO 3. Current Event assignment encompasses PLO 7. Special Needs assignment encompasses PLO's 2,3,7. Group Project encompasses PLO 2, 3.****\* Due dates for Assignments 2,3 & 4 are to be announced**