

Basic Course Information

Semester	Spring 2019	Instructor's Name	Yvonne Salgado
Course Title & #	CDEV 107 Teaching in a Diverse Society	Instructor's Email	yvonne.salgado@imperial.edu
CRN #	20659	Webpage (optional)	
Room	202	Office	
Class Dates	2/13-6/5	Office Hours (n/a for PT Faculty)	
Class Days	Wednesday	Office Phone # email	Cell phone 760-235-8431
Class Times	6:00-9:10	Who students should contact if emergency or other absence	CFCS Secretary: 760-355-6232
Units	3		

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. Gollnick, Donna M. & Chinn, Philip G. (2013). *Multicultural Education in a Pluralistic Society*, 9th Ed. ISBN - 13 : 978-0-13-703509-0
ISBN - 10 : 0-13-703509-8
2. Supplemental text: *Anti-Bias Education for Young Children and Ourselves*, Author: Derman-Sparks, Louise & Edwards, Julie, 2nd 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
Participation 15x3	45 points
Cultural Autobiography Assignment	50 points
Current Event Assignment	10 points
Gender/Media Assignment	10 points
Special Needs Assignment	10 points
Interview Paper	50 points
Group Presentation	10 points
Reflection Papers - 1 for each chapter (11x5)	55 points
Cultural Plunge Reflection	10 points
Mid-Term and Final Exam (50x2)	100 points
Total Points	350 points

Imperial Valley College Course Syllabus – CDEV 107 Teaching in a Diverse Society

Grade
A=90%-100% (315-350)
B=80%-89% (280-314)
C=70%-79% (245-279)
D=60%-69% (210-244)
F=59% and below (243 and below)

Participation points include class discussion, small group discussions, and class activities. If you are not present for class, you will not receive your participation points for that day.

Reflection Papers: Reflection papers should be a minimum of a one-page reflection based on a video, reading and/or group or class discussion or questions from each chapter. All reflection papers will be completed and turned in during class time. Students must be present in order to receive credit. Each reflection paper is worth 5 points for a total of (5 x 11) 55 points.

Your cultural autobiography assignment will be accumulative. At the end of each chapter, the Reflection Papers you complete about yourself will assist in helping you develop your cultural autobiography assignment. These questions will be completed during class. The answers to the reflective questions will be turned in at the end of class and returned to you by the following class. Save these reflection papers to assist with writing your cultural autobiography assignment.

*Interview/paper = 50 pts.

** (Must complete the Interview paper to receive a C or higher in the course)

** CDEV 200 portfolio requirements: Interview/topic paper encompasses PLO's 1,4,7,8

Cultural Autobiography assignment encompasses PLO 3. Current Event assignment encompasses PLO 7. Special Needs assignment encompasses PLO's 2, 4, 7. Group Project encompasses PLO 2, 4.

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 to be scheduled with me in advance. 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

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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 February 13	Introduction Chapter 1 Foundations of Multicultural Education	Safe Keeper Box Review Syllabus Class Agreements
Week 2 February 20	Finish Chapter 1 Group Activity (Cultural Pluralism) Explain Current Event Assign.	Pages 1-35
Week 3 February 27	Chapter 2 Race and Ethnicity Group Activity (Ethnic)	Pages 36-73
Week 4 March 6	Chapter 3 Class and Socioeconomic Status Explain Gender/Media Assign.	Pages 74-107 Current Event Assignment
Week 5 March 13	Chapter 4 Gender	Pages 108-141
Week 6 March 20	Chapter 6 Exceptionality Guest Speaker	Pages 172-205 Gender/Media Assignment
Week 7 March 27	Chapter 5 Sexual Orientation Video	Pages 142-171 Review for Mid-Term (chapters 1—6)
Week 8 April 3	Mid-Term	Special Education Assignment
Week 9 April 10	Chapter 7 Language Group Activity	Pages 206-235
Week 10 April 17	Chapter 8 Religion	Pages 236-277 Interview Assignment
Week 11 April 24	Spring Break (no class) Enjoy!	
Week 12 May 1	Chapter 9 Geography Group Activity	Pages 278-315
Week 13 May 8	Chapter 10 The Youth Culture	Pages 316-347 Cultural Plunge Assignment Due
Week 14 May 15	Chapter 11 The Education that is Multicultural	Pages 348-375
Week 15 May 22	Cultural Identity Presentations	Cultural Autobiography Assignment Due
Week 16 May 29	Test (Chapter 7-11)	
Week 17 June 5	Group Project Presentations	Ethnic Potluck