El Camino College  
Childhood Education Department  
http://www.elcamino.edu/academics/tep/EarlyChildhood.asp  

Preparing Childhood Education Professionals and Life-long Learners

The mission of the El Camino College Childhood Education Program is to provide relevant coursework, exemplary role models, and sound pedagogy to successfully prepare childhood educators to earn the required permits or degrees that will enable them to teach in diverse settings, to positively influence students and families in their communities, and to serve as advocates for children and the childhood education profession.

Child Development 112 - Teaching Young Children in a Diverse Society  
(formerly CDEV-12)  
Section Number 4121  
3 Units Summer 2015  
Online

Instructor: Jocelyn Tucker  
Phone: (310) 660-3593 x4706  
Email: Use the Discussion and Private Messages feature section to communicate. Please don't send class e-mails to the El Camino e-mail address.  
Office Hours: Thursday, 6pm-7pm, online

3 units; 3 hours lecture  
Prerequisite: Child Development 103 with a minimum grade of C or concurrent enrollment  
Credit, degree applicable Transfer CSU

In this course, students will examine 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. Topics include self-examination and reflection on issues related to social identity; stereotypes and bias; social and educational access, media and schooling.

Course Objectives:  
1. Identify and assess the overt and covert ways in which stereotypes and prejudice are learned.  
2. Explore the unique and overlapping issues of racism, sexism, classism, heterosexism, ableism, and ethnocentrism as they relate to children and to early childhood settings.
3. Plan classroom environments, materials and approaches to effectively promote pride in one’s own identity and
delight and respect for social diversity.
4. 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.
5. 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.
6. Examine the distinctions among different sources of diversity such as special needs, culture, language, ethnicity,
family groupings, and socioeconomics.
7. Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and
linguistically appropriate to specific groups of children.
8. Review professional ethical responsibilities and legal implications of bias, prejudice and exclusion.
9. Evaluate the impact of personal experiences and social identity on teaching effectiveness.

**Student Learning Outcomes:**
1. Critique theories and review the multiple impacts on young children’s social identity.
2. Critically assess the components of linguistically and culturally relevant, inclusive, age appropriate, anti-bias
approaches in promoting optimum learning and development.
3. Plan classroom environments, materials and approaches to effectively promote pride in children’s identities and
respect for social diversity.

**ADA Statement:**
El Camino College is committed to providing educational accommodations for students with disabilities upon the
timely request by the student to the instructor. A student with a disability, who would like to request an academic
accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resource Center.
To make arrangements for academic accommodations, contact the Special Resource Center.

**Student Code of Conduct**
http://www.elcamino.edu/administration/board/boarddocs/5500%20%20Academic%20Honesty.pdf

**Student Rights and Grievances Procedure 5530**
http://www.elcamino.edu/administration/board/policies.asp

**Prerequisite or Recommended Preparation:**
Child Development 103 with a minimum grade of C or equivalent

**Required Text/s and Materials:**
   Pearson. ISBN: 9780132687218
3. Additional handouts will be given in class.
4. Students will furnish materials and supplies necessary for preparation and presentation of learning
   activities.

**Attendance Policy:**
Attendance is vital to understanding the course material. Information and activities will be presented in
class that may not be available in the texts. Therefore, students should strive to attend every class session.
After three absences, you may be excluded from the class. Students are also expected to be punctual to
class. Roll is taken at the beginning of the class hour. It is the student’s responsibility to inform the
instructor at the end of class if you arrive late, have personal/medical emergencies affecting your
attendance, obtain information about missed classes from fellow students, and officially drop a class if you
stop attending.
If you are having difficulty in meeting course deadlines or in understanding course materials, **you are expected** to discuss your situation with the instructor **before** it jeopardizes your grade for the course. Most problems can be solved or at least worked with, before they become serious.

You will also be participating in a variety of activities throughout the semester. All activities must be completed during class time. It is imperative that you are regular in attendance and active in all classroom activities. There are no make-ups for in class activities. Also, **PLEASE, keep your cell phones on silent mode during class.**

**Drop Policy:**

It is the student’s responsibility to process and official withdrawal from class.

**Withdrawal and/or Incomplete Policies:** College policy on withdrawals applies. Refer to the current El Camino’s Schedule of Classes for more detailed guidelines.

**Students with Special Needs:** Please inform the instructor during the first week of classes of any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing paper examinations.

**Academic Honesty:**

With the respect to the academic honesty of students, it is expected that all material submitted as part of any class exercise, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per college policy.

The El Camino and Compton College faculty, staff, and administration are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty.

**Classroom Rules of Conduct:**

It is the responsibility of each student to conduct him/herself in a manner that encourages learning and promotes honesty; and to act with fairness toward other student in the classroom.

**Course Projects and Assessment Policies**

**Assignment Guidelines**

All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. All of the written papers need to be **typed in a 12-point Times New Roman font**, double-spaced, and have a 1” margin from all sides. All written papers will be evaluated for clarity, coherence, grammatical correctness, and reflectivity of the writer. It is strongly recommended that students have someone else proof read assignments prior to turning them in. Students may also seek...
individualized help provided by El Camino’s Writing Resource Lab for your written papers. Ten percent (10\%) of the project’s total points will be deducted for grammatical/structural/typological errors.

**Methods of Evaluation and Grading**
Evaluation of student’s work is based on college level standards of proficiency, which are set out in grading rubrics* for most every assignment. Many assignments will also provide the opportunity for the student to complete a self-assessment.

*Rubrics: a standard or guideline from which the student and Instructor can work from the same reference point for fair and effective evaluation of subjective work, such as essays, presentations and research papers. The student is able to understand what is expected and the instructor can grade student’s work constructively (Santrock, 2003). Assignment information and mark distribution is set out in Assignment Guidelines Handouts.

**Late Assignments**
Late work is not accepted.

**Emailed Assignments**
Assignments may be e-mailed to the instructor on or before the due date. Please e-mail assignments to the e-mail address at the top of the syllabus. A hard copy of the assignment must be turned in to the instructor by the next class in attendance.

**Extra Credit**
The instructor will determine if an extra credit assignment will be offered to the class.

**Exams**
All exams will be given on the dates indicated. They may cover the assigned reading materials, videos, class activities, and class lectures/discussions. Make-up exams will only be permitted under extenuating conditions. Make-up exams will only be permitted under extenuating conditions. A 10\% deduction will be assessed on all tests not taken on the assigned test day.

Make-up exams must be completed by the class following the missed exam. **Students are responsible** for contacting the instructor immediately and scheduling time for make-up exams.

<table>
<thead>
<tr>
<th>Support Services:</th>
<th>ARTB 326</th>
<th>X6022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childhood Education Department Office</td>
<td></td>
<td></td>
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<tr>
<td>Writing Center</td>
<td>Humanities 122</td>
<td>X3873</td>
</tr>
<tr>
<td>Learning Resources Center</td>
<td>Library</td>
<td>X3525</td>
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<tr>
<td>Health Center</td>
<td></td>
<td>X3643</td>
</tr>
</tbody>
</table>
**Communication is Key**

If you are struggling with or have a question about any of the concepts that I am presenting in class please do not hesitate to talk to me about it. We can talk on the phone, you can fax me, e-mail me, meet during my office hours, or you can make an appointment. If you are an ESL student, or if you have any areas that you need assistance please contact me so that we can develop some strategies to help you make this a valuable learning experience.

**Course Assignments**

1. Class participation and attendance: All students are expected to read required assignments prior to the class meeting (for which it was assigned) and to engage in constructive critical dialog during class time as well as complete in class assignments. Students are also expected to show active listening skills, allowing all class members to be heard with equity.

   It is the student’s responsibility to obtain any information presented in the class in the event of an absence. Handouts may not be available from the instructor after the date of presentation. Due to the structure of the class, it is highly recommended that students attend all class sessions and keep up with the reading assignments. Make a copy of assignments submitted to avoid the potential loss of assignments.

   Students will receive partial points (throughout the semester) on their in-class participation. There will be several participation exercises. They may be paper-and-pencil, but most often will be group discussion and/or activities. Assignment of class participation points is at the discretion of the instructor based on individual student performance as noted above. If you arrive late on a day when the class has already completed an activity, you will not receive credit for the work. It is imperative that you are regular in attendance and active in all classroom activities. There are no make-ups for class activities or presentations. 100 points.

1a. Interview: Interview at least three children between the ages of 5 and 12 on an individual basis using diverse images prepared in class. Identify the children’s age and racial awareness, development of bias and stereotypes and comments on diverse issues. 50 points.


4. Children’s Book: Each student will create an original children’s book that reflects the elements of diversity discussed in class. 50 points.
6. Environmental Review: Students will conduct a review of an early childhood environment to determine what elements of diversity are implemented. 50 points.

7. Midterm: The midterm will cover the first half of the class. 100 points.

9. Final: The final will cover the last half of the class. 100 points

Course grades will be based on the number of points you have earned out of 700 possible points in the course. Points will be available as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation and Attendance</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Reflection Papers</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Book Reviews</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Children's Book</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Outside of class assignments</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Environmental Review</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Midterm</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>600</strong></td>
<td></td>
</tr>
</tbody>
</table>

The following grading scale will be used in determining your grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100% of the possible points</td>
</tr>
<tr>
<td>B</td>
<td>80-89% of the possible points</td>
</tr>
<tr>
<td>C</td>
<td>70-79% of the possible points</td>
</tr>
<tr>
<td>D</td>
<td>60-69% of the possible points</td>
</tr>
<tr>
<td>F</td>
<td>59% or fewer of the possible points</td>
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</tbody>
</table>

**Course Calendar**

The following class schedule is designed to address the course requirements as outlined by El Camino Community College. Dates of lectures and activities are tentative based on the pace of the course throughout the session.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Major Topics and Class Activities</th>
<th>Assignment Due Dates and Reading Assignments</th>
<th>Discussion Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6/22</td>
<td>Welcome to CDEV 112 Chapter 1 The What, Why, and How of Exploring Diversity</td>
<td>Chapter 1 - Valuing Diversity Prior to Class Meeting</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>6/28</td>
<td>Chapter 2 The Development of Cultural Identity Chapter 3 The Spectrum of Responses to Diversity</td>
<td>Chapter 2/3 - Valuing Diversity</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>7/5</td>
<td>Chapter 4 Race and Ethnicity</td>
<td>Chapter 4 - Valuing Diversity Interview 3 Children</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>7/12</td>
<td>Chapter 5 Language and Nationality</td>
<td>Chapter 5 - Valuing Diversity Midterm</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>7/19</td>
<td>Chapter 6 Socioeconomic Factors Chapter 7 Religion</td>
<td>Chapter 6/7 - Valuing Diversity Book Review</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>7/26</td>
<td>Chapter 8 Families</td>
<td>Chapter 8 - Valuing Diversity</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>8/2</td>
<td>Chapter 9 Abilities</td>
<td>Chapter 9 - Valuing Diversity Environmental Review</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>8/9</td>
<td>Chapter 10 Supporting Individual Learners Chapter 11 Teaching in a Diverse World</td>
<td>Chapter 10/11 - Valuing Diversity</td>
<td>10</td>
</tr>
</tbody>
</table>

**Assignments-400 points**

The assignments include:

- Interview three children-50
- Book Reviews-50
- Environmental Review-50
- Children's Book-50
- Discussions-200 points

In addition to creating content for your own online class, each of the eight learning units will provide you with opportunities to interact with your peers. You'll be posting some of your assignments and have a chance to reflect on each unit. Each of your discussion forums includes criteria for your required post and replies, including due dates.

**Exams - 200 points**

There will be one mid-term that is worth 100 points and one final that is worth 100 points.
Grades
The total amount of points that you can earn is 600.