

Child Development 112

Teaching Young Children in a Diverse Society

3 units; 3 hours lecture

Prerequisite: Child Development 103 with a minimum grade of C or Concurrent Enrollment

Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment.

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, and media and schooling.

Course Objectives:

1. Identify and assess the overt and covert ways in which stereotypes and prejudice are learned.
 - Presentation
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.
 - Presentation
3. Plan classroom environments, materials, and approaches to effectively promote pride in one's own identity and an appreciation and respect for social diversity.
 - Presentation
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.
 - Other (specify)
 - In-Class Role Play
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.
 - Term or other papers
6. Examine the distinctions among different sources of diversity such as special needs, culture, language, ethnicity, family groupings, and socioeconomics.
 - Term or other papers
7. Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.
 - Term or other papers
8. Review professional ethical responsibilities and legal implications of bias, prejudice and exclusion.
 - Term or other papers
9. Evaluate the impact of personal experiences and social identity on teaching effectiveness.
 - Presentation

Student Learning Outcomes (SLO):

1. Social Identity
Critique theories and review the multiple impacts on young children's social identity
2. Anti-bias Approaches

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

3. Environments

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

<https://www.elcamino.edu/administration/board/2019-policies/AP%205500%20Student%20Conduct%20.pdf>

Student Rights and Grievances Procedure 5530

<https://www.elcamino.edu/administration/board/boarddocs/AP%205530%20STUDENT%20%20RIGHTS%20AND%20GRIEVANCES.pdf>