



CDE-118: TEACHING IN A DIVERSE SOCIETY

Effective Term

Fall 2024

BOT Approval Date

12/14/2023

Discipline

CDE - Child Development & Education

Course Number

118

Course Title

Teaching in a Diverse Society

Short Title

Teaching in a Diverse Society

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID ECE 230

Catalog Description

This course will examine the development of social identities in diverse societies through the examination of the five equity filters of culture, gender, ability, socioeconomic status, and family structure. Self-reflection of one's own understanding of educational principles will be used to integrate an anti-bias approach within educational practices and/or program development. Students will be required to observe children or licensed care settings. Some settings may require TB and Criminal Record Clearances.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000.

Other Enrollment Criteria

Other Enrollment Criteria

Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Students must be able to pass a required criminal clearance. In this course, students may be required to implement activities with children. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions of the program in the classroom, during observations, and in their fieldwork setting. The essential functions listed are not intended as a complete listing, but a sample of the types of abilities, needed by the TEDS student, in order to meet the course and program objectives and requirements: Physical Demands - Ability to lift 25 lbs. or more, prolonged standing/walking, pushing, reaching, bending, kneeling, and crouching; Sensory Demands - ability to see clearly 25 feet or more and see 20 inches or less; Mental Demands - the ability to function in busy environments, unpredictable situations, face occasional pressures and multiple requests from children and adults, and handle emergencies or crisis situations.

Codes

TOP Code (CB 03)

1305.00* - *Child Development/Early Care and Education

CIP Code

19.0706 - Child Development.



Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Learning Objectives

Learning Objectives

Learning Objective

1. Describe historical and current perspectives on diversity and inclusion.
2. Identify and differentiate between various forms and types of diversity.
3. Discuss how stereotypes, bias, discrimination, systemic oppression, and internalized privilege impact children's learning, development, and school experiences.
4. Reflect on your own values and implicit and explicit biases and the ways in which these may positively and negatively affect teaching and learning.
5. Explain and critique developmental theory as it applies to the growth and behavior of children, including effective strategies for working with children who are culturally, linguistically and socioeconomically diverse and children with differing abilities with particular focus on children's social identity.
6. Describe appropriate teaching strategies and potential curriculum and pedagogical modifications to help all young children access the curriculum.
7. Describe strategies to promote an inclusive and anti-racist classroom community.
8. Identify approaches to help children negotiate and resolve conflict related to social injustice and bias.
9. Describe strategies to build collaborative, respectful partnerships with families.
10. Develop culture humility and competency

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Student will examine the impact of various societal influences on the development of children's personal and social identity.
2. Student will describe the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.
3. Student will identify the influence of teachers' own culture and life experiences on teaching approaches and interactions with children and families

Program Learning Outcomes

Learning Outcome

Demonstrate an understanding of and advocate for the diverse needs of children and families within the context of a rapidly changing and highly diverse society.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic
Personal
and Professional Responsibility

Content

Course Lecture Content

1. Foundational Understandings for Teaching in a Diverse Society
 - a. Main 5 lens of diversity- Sex and gender roles, National identity, culture, race/ethnicity language, diverse abilities, family structure and socioeconomic status.
 - b. NAEYC Code of Ethics
 - c. DAP STATEMENT
2. Dispositions
 - a. Cultural Humility and Cultural Competence in education
 - b. Values and Dispositions
3. Trends and current issues of equity and access as they relate to young children's learning and development.
 - a. Equity vs Equality and access
 - b. Culturally responsive, inclusive, and anti-racist teaching
 - c. Anti-Bias Principles and diversity approaches
 - d. Engaging children on diversity.
 - e. Helping children respond to social injustice and bias.
4. Teacher and socialized Bias, stereotypes, and prejudice impact on teaching
 - a. Implicit and explicit bias
 - b. How stereotypes and prejudice develop and are challenged
 - c. Recognizing internalized oppression and microaggressions
 - d. Privilege and Minoritized identities
 - e. Institutional policies that perpetuate inequitable access
 - f. Single Story Narrative
 - g. Contact Theory
5. Effects of culture
 - a. Cultural iceberg
 - b. Social Identity
 - c. Overt and covert social messages
 - d. culture on holidays and traditions, family roles, religion, values, and beliefs
 - e. Addressing Misconceptions
 - f. Stereotypes and biases in the media
 - g. Stress theory model
6. 5 Lens of Diversity
 - a. Gender and Sexual Orientation
 - i. Same Sex Parents
 - ii. Gender roles
 - iii. Stereotypes of gender
 - iv. Other models in Europe
 - v. Bias
 - vi. Legislation
 - b. Socioeconomic Status
 - i. Implication of Health and Education
 - ii. Stress Theory
 - iii. ACES
 - iv. Bias
 - v. Legislation
 - c. Culture/Race and Ethnicity and Language
 - i. Strategies for Multi-language learners
 - ii. Race and Ethnicity

- iii. Legislation
- iv. Bias
- d. Diverse Ability
 - i. Types of Diverse Abilities
 - ii. Special Education Terms
 - iii. Bias
 - iv. Legislation
- e. Family structure –
 - i. Types of families- Incarcerated parents- immigration status, divorce, Blended, same sex, foster families.
 - ii. Bias
 - iii. Legislation
- 7. Classroom Curriculum and Environments
 - a. The influence of teachers in children's and families' lives
 - b. Funds of knowledge
 - c. Supportive communication and interactions- RERUN
 - d. Modeling of respectful and inclusive behaviors
 - e. Collaborative partnerships with families
 - f. Teaching strategies and modifications
 - g. Selecting Children's Books-Mirrors windows and Sliding Glass Doors

Methods of Instruction

Method

Observation and Demonstration

Integration

Observe an early childhood or elementary classrooms investigating diversity elements. Students will use the anti bias checklist and write a summary of classroom interactions and environmental elements.

DE Adaptations for MOI

Accessible observation instructions will be provided through the CMS, and students will submit their completed projects into the assignment pages within the CMS using rubric and written feedback options. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Method

Discussion

Integration

In-class discussions and/or discussion groups are used to stimulate critical evaluations of various ideas pertaining to the 5 equity lenses. Topics for discussion include the intersection of race and ethnicity with disability, socioeconomic status and family structure. Discussions help lead students to evaluate the impact of their own biases and the impact of educational outcomes for children in those identity structures.

DE Adaptations for MOI

Student discussion will be achieved using asynchronous threaded discussions with other students and the instructor within the CMS, or by participating in synchronous discussions using accessible video conferencing platforms. Students could also be divided into breakout groups during synchronous group meetings to compare their ideas as a class.

Method

Film/video Viewing and Discussion

Integration

Films will be used to present content introducing students to new perspectives on the 5 lens of diversity. Films will also be used to familiarize students to current issues facing these diverse communities in the 21 century. Topics include support prismatic children and families, children who live in poverty, diverse families structures and the values that teachers should consider when supporting families.

DE Adaptations for MOI

Accessible videos will be made available to online students through the CMS as well as through accessible online video databases. All of which have accessibility built into their films). Films that show concepts relevant to the 5 lens of diversity such as “growing up trans or crip camp”.

Method

Lecture

Integration

In-class lectures and presentations may be used to review topics related to the course such as redlining, school to prison pipeline and adultification of specific demographics of children.

DE Adaptations for MOI

Lecture will be communicated through the CMS in a variety of formats including accessible PowerPoint presentations and video lectures. Websites and online videos can be incorporated as part of these lectures. Lectures can be delivered synchronously through video conferencing platform.

Methods of Evaluation**Method**

Exams/Tests

Integration

Exams/Tests comprised of multiple choice, short answer or essay questions will be used to determine students' comprehends the 21 century issues in diversity and demonstrate the ability to apply their understanding of the five dimensions of equity.

DE Adaptations for MOE

Quizzes and Exams comprised of multiple choice, short answer or essay questions designed to determine whether or not the student comprehends the issues of diversity and equity. All quizzes and exams will take place via the CMS. Feedback will be offered through the CMS through the quiz module or instructor feedback.

Method

Other

Integration

Journal writing assignments are used to enable students to apply knowledge from class discussions and readings of diverse researchers and children's authors. This information will be synthesize as evidence of their understanding of current and structural issues facing diverse children. Journal writing assignments will be assessed on the basis of accuracy of understanding current and structural issues, accurately explaining core concepts from the reading, and identifying how these concepts correlate to current outcomes in education.

DE Adaptations for MOE

Accessible project instructions will be provided through the CMS, and students will submit their writing into the Assignment Pages or by participating in asynchronous discussion in the CMS. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Method

Projects

Integration

Research projects will allow students to investigate a topic pertaining to diversity in education in greater depth. Projects also enable students dig deeper on a topic of their choice within the 5 lens of diversity. Students will need to use 5 different source materials to dispel stereotypes and myths, curriculum development and identify ways to work effectively with diverse families.

DE Adaptations for MOE

Final Project in which students demonstrate their understanding of diversity, curriculum while working with families. The project will also be used to evaluate the students ability to to synthesize information gained from scholarly resources. Project will be evaluated based on assignment rubric. Assignments will be distributed via the CMS and collected through the CMS. Feedback will be offered through the CMS.

Assignments**Assignment Type**

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Take the end of the module quiz on the diverse abilities.

How assignment will be adapted in online format

At the end of the legislative bias and educational outcomes learning unit , take the quiz online through the CMS which will assess your understanding of the historical laws impacting medical, educational and health care and other current course material. Feedback will be provided immediately upon submission and can be re-taken for practice

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Reading assignment will provide a link to the NAEYC to find 2 journal articles on a 5 lens of diversity and disparities in educational outcomes. Identify the main points of the articles and relate them to the theoretical course material in a group discussion.

How assignment will be adapted in online format

Utilizing the CMS, you will be provided link to the NAEYC website via the CMS to find research articles to read on educational disparities. In this assignment identify the main points of the articles and relate them to the theoretical course material specifically to children with diverse abilities, family structure, socio-economic status, race and ethnicity and gender orientation .

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Write a developmental lifeline addressing your privileges and marginalization in your development as a child. Focus specifically on the how these shaped your identity. The developmental diversity lifeline should focus on birth -18 years of age. Additionally address how your diversity lifeline may have contributed to bias you have unconsciously or consciously held.

How assignment will be adapted in online format

The assignment directions and rubric will be posted in the CMS. The assignment will be submitted using the CMS. Instructor feedback will be provided via the CMS.

Course Materials

Textbooks

Derman-Sparks, L., & J.O. Edwards. With C.M. Goins. 2020. Anti-Bias Education for Young Children and Ourselves. 2nd ed. Washington, DC: NAEYC.

Open Educational Resources

Esquivel, Elam, Paris, and Tafoya. The Role of Equity and Diversity in Early Childhood Education. . OER , 07-21-2020.

Class Size Information

Class Size

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Every assignment requires student to examine social identities in diverse societies by focusing on culture, gender, ability, socioeconomic status, and family structure. Students are asked to self-reflection in every module for their understanding of diversity topics.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The goals of the course focuses on developing culture humility and competency goals. Students are asked to develop a professional development plan working towards those goals. Students will reflect on these goals in every module. Additionally, students in specific assignments students are asked to participate in an experiential plunge activity designed to increase cultural competency and foster cultural humility. Student are asked to respond to peers who challenged their thinking.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-student interaction is facilitated through the use of small group discussion, either in person, through the use of breakout rooms in synchronous online classes, or through the CMS Discussion Boards for asynchronous classes. In small group discussion, students will discuss the personal impact of identity structures. The course encourages connections among students by fostering student-to-student communication within the CMS. Class-wide discussions either in real time in-person or online, or through the CMS Discussion Board. In these discussion students will be able to talk through and better understand concepts such as the intersectionality and people first language. These interactions will provide opportunities to learn differing perspectives.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interaction will be achieved through the use of lecture, either in person or online through video conference software (if synchronous online) or through the use of online lectures (video, audio or text lectures). Instructor-to-student interaction is also facilitated through feedback on assignments, exams, and projects. The instructor will also lead group discussions either face to face or through CMS discussion boards, with the instructor providing guidance and clarification on key concepts from the class as well as how to understand the material. Student will have the ability to incorporate the feedback in their summative assessments to demonstrate competency on the topic such as cultural competency and humility, habits of mind, and self awareness.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be achieved through assignments, homework, lectures, and service learning projects that enable students to apply Indigenous perspectives to understanding current issues facing Indigenous Californian communities, or other topics. For example, students will improve their competency in developing anti-bias classroom spaces by reading, watching videos and observing quality classrooms and larger concepts such as people first language and adverse childhood experiences. These techniques provide opportunities for students to try out ideas and gain feedback, identify strengths and areas for improvement, and at the same time to strengthen critical thinking skills.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interaction will be achieved through the use of various instruction and evaluation methods that encourage students to think deeply about course concepts and apply them to new situations. For example students will take bias test to understand unconscious bias. Students are challenged to articulate their bias and privileges in dominant their identities. Through written reflections, projects, and class discussions, students assess the degree to which their privilege impacts other communities marginalizations.

Key: 760