

West Los Angeles College Child Development Syllabus

The Child in a Diverse Society (CD 42)

(Section #0554)

(Fall 2013)

<b>Recommendation to all CD students:</b>	<b>Take the assessment tests for English and Math</b>
<b>Pre-requisites:</b>	All students should have completed the core courses: CD 1, 2, 3, 4, 10, and 11 before taking this upper division course.
<b>Co-requisites:</b>	This course is a co-requisite for CD 23
<b>Section #:</b>	0554
<b>Days/Hours:</b>	Tuesday 3:20-6:35 pm
<b>Class Room Location:</b>	General Classroom Building A110
<b>Instructor:</b>	Kenyatta Bakeer
<b>E-mail:</b>	bakeerkn@wlac.edu
<b>Website:</b>	
<b>Blog:</b>	
<b>Child Development Office:</b>	Monday through Saturday check office door for current hours
<b>Child Development Office Phone:</b>	<b>310-287-4563/310-7241</b>
<b>Instructor Office Hours:</b>	T-2:20-3:20 pm,6:45-8:00, W-3:00-4:15 pm, Th-2:20-2:50 pm
<b>Required Text:</b>	Roots and Wings
<b>Author:</b>	York
<b>Publisher: ISBN #</b>	PH (0-13-172793-1)
<b>Edition:</b>	RV
<b>Supplemental Reading:</b>	Beliefs and Practices of Anti-Bias Curriculum in Early Childhood
<b>Author:</b>	Yenlin Miranda Lin
<b>Publisher:</b>	Bilibazaar, LLC
<b>Editions:</b>	2011
<b>Website Links:</b>	

The Child in a Diverse Society (CD 42)

(Section #0554)

Course Description:

This course is an 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.

West Los Angeles College Institutional Student Learning Outcomes

B. Communication: Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, and family and community settings.

G. Cultural Diversity: Respectfully engage with other cultures in an effort to understand them.

West Los Angeles College Child Development Program Student Learning Outcomes

5. Knowledge of Integrated Curriculum: Apply critical thinking to design and implement academic subjects and assessment tools so that the program design is developmentally appropriate learning experiences that integrate within and across the disciplines.

6. Multiple Teaching Strategies for Meaningful Learning: Utilize a variety of practices and resources to promote individual development, meaningful learning and social cooperation.

WLAC College Child Development Course Specific SLO's  
Required by 24 unit Core Requirements for CSU's

Objectives and Activities to Demonstrate and Validate  
the Acquisition of the SLO's

1. Critique theories and review the multiple impacts on young children's social identity.
2. Analyze various aspects of children's experience as members of families targeted by social identity.
3. Critically assess the components of linguistically and culturally relevant, inclusive, age appropriate, anti-bias approaches in promoting optimum learning and development.
4. Evaluate the impact of personal experiences and social identity on teaching effectiveness.

- Each semester the instructor will select 4-5 of the Objectives for assessment**
1. Understand the nature and processes of systemic and internalized privilege and oppression and their impacts on children's identity development and learning. **Activity: A self reflection exercise assignment.**
  2. Explore the unique and overlapping issues in racism, sexism, classism, heterosexism, ableism, and ethnocentrism as they relate to children and to Early Childhood settings. **Activity: Using the issues as topics for small group teams to present the discussions and role play situations.**
  3. Review professional ethics and responsibilities and legal implications of bias, prejudice and/or exclusion. **Activity: Design a policy statement for personnel**
  4. 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. **Activity: Research Project for each student to do a family history.**
  5. 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. **Activity:**

	<p><b>Small group plan a parent meeting based on building relationships.</b></p> <p>6. Plan classroom environments, materials and approaches to effectively promote pride in one's own identity and delight and respect for social diversity. <b>Activity: Small group or partnership team to design a classroom layout and materials to support the objective.</b></p> <p>7. 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.</p>
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Course Specific SLO:	Evaluation:	Activity:
The students will develop a knowledge base on which they will create and implement the theories and practices of age and content appropriate anti-bias and culturally infused curriculum in an Early Childhood program in the development of a lesson plan.	<p><b>Assessment and Evaluation Process for SLO's:</b></p> <p>The student will be given a format and a rubric to assist with the criteria and expectations for evaluation.</p> <p>SLO#: Benchmark: 70% of the students will score acceptable or above.</p>	As part of a Final Project the students will design a lesson plan to expose children in an ECE program to a selected issue on multi-cultural experiences or anti-bias ethics.

Supplemental Reading and Recommended Reading and Additional Links			
Title:	Author:	Publisher:	Edition/Notes:
Teaching Young Children in Multi-Cultural Classrooms: Issues	Wilma J. Robles de Melendez	WAD	2009 3 <sup>rd</sup> Edition
The Global Covenant to Protect the Sacred Lives of Children	E. Evans	Heart4kids Inc. 2010	Available online ETUDES in the CD 42 Resource section of the Shell
Embracing the Gift of Parenthood	E. Evans	Heart4kids Inc. 2010	Available online ETUDES in the CD 42 Resource section of the Shell

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**Course Outline:**

<b>Week:</b>	<b>Date:</b>	<b>Lecture Topics and Classroom Activities:</b>	<b>Outside Assignments:</b>
1	8/27	<p><b>Lecture Topic:</b>  <b>INTRODUCTION:</b>                      Philosophy of an inclusive education program that nurtures diversity                      Introduction to the class and an assessment of the student's understanding of diversity, as it relates to integrating the concepts and actions in the classroom with young children.</p>	<p><b>Assignment:</b>  <b>Read: <u>The Introduction</u></b>  <b>Essay: Typed ( 2-3 pages)</b>                      Why do we need to embrace an anti-bias and culturally sensitive curriculum in our educational programs?  <b>Due Date: 9/10</b></p>
2	9/3	<p><b>Lecture Topic:</b>  <b>DEVELOPING AN INCLUSIVE CURRICULUM:</b>  <b>Definition of Diversity</b>  <b>Definition of Multi-Culture</b>  <b>Definition of Anti- Bias</b></p> <p><b>Class Activities:</b>                      Myths assessment</p>	<p><b>Assignment:</b>  <b>Read: Chapter 1:</b>  <b><u>The Changing Face of Our Classroom</u></b></p> <p><b>Due Date:</b>  <b>Reminder: Essay due next week</b></p>
3	9/10	<p><b>Lecture Topic:</b>  <b>TYPES OF DIVERSITY EDUCATIONAL PROGRAMS:</b>                      a. Human relations approach                      b. Single Group Studies                      c. Multi-cultural education                      d. Bicultural/Bilingual education  <b>DUE***Essays Due Tonight</b></p>	<p><b>Assignment:</b>  <b>Read: The Glossary</b></p> <p><b>Work on:</b>  <b>Multi-cultural/anti-bias booklist</b>  <b>Due Date: 11/12</b></p>
4	9/17	<p><b>Lecture Topic:</b>  <b>IMPORTANT TERMINOLOGY IN DIVERSITY EDUCATION</b>                      a. What is and is not politically appropriate in terms of diversity, multi-culture, anti-bias and special needs children and families when cultivating a school culture?                      b. Myths, facts, and avoiding judgments.                      c. Developing persona dolls</p> <p><b>Class Activities:</b>                      Self Portraits</p>	<p><b>Assignment:</b>  <b>Read: Chapter 2:</b>  <b><u>Children and Prejudice</u></b></p> <p><b>Work on Mid Term</b>  <b>Due Date: 10/15</b></p>
5	9/24	<p><b>Lecture Topic:</b>  <b>RETROSPECTION AND REFLECTION:</b>                      a. Looking in: thinking about who we are including our ethnic origins, cultural roots, family customs and rituals.                      b. Looking out: thinking about similarities and differences of ourselves and others to foster understanding including: language, culture, gender, age, social class, and children with special needs.</p>	<p><b>Assignment:</b>  <b>Work on Dramatic Play Kit</b>  <b>Due Date: 11/5</b></p> <p><b>Reminder-</b>  <b>Mid Term Due: 10/15</b></p>
6	10/1	<p><b>Lecture Topic:</b>  <b>TEACHING INCLUSION:</b>                      Finding creative ways to infuse an inclusive approach in the curriculum, teaching modalities, and materials in the classroom.</p>	<p><b>Assignment:</b>  <b>Read: Chapter 3</b>  <b><u>Racism</u></b></p>

7	10/8	<b>Lecture Topic:</b> <b>PLANNING AND IMPLEMENTING CURRICULUM FOR DIVERSITY EDUCATION:</b> Classroom physical environment	<b>Assignment:</b> Pace yourself and make sure you are working a little bit on all the assignments. <b>Don't wait until the last minute!</b>
8	10/15	Dealing with the diversity of the families we will work with. Parenting: the value to society <b>Mid-Term Due Tonight</b>	<b>Assignment:</b> <b>Read: Chapter 4</b> <u><b>Culturally Responsive Care and Education</b></u> <b>Mid-Term Due Tonight</b>
9	10/22	<b>Chapter 8</b> <u><b>A Culturally Relevant and Anti-Bias Classroom</b></u>	<b>Assignment:</b> <b>Read: Chapter 8</b> <u><b>A Culturally Relevant and Anti-Bias Classroom</b></u>
10	10/29	Dealing with my own identity and respecting and acknowledging the cultures and traditions of other cultures	<b>Assignment:</b> <b>Read: Chapter 7</b> <u><b>Multicultural Education</b></u>
11	11/5	<b>DUE***Dramatic play kits due tonight</b>  <b>Lecture Topic:</b> <b>PLANNING AND IMPLEMENTING CURRICULUM FOR DIVERSITY EDUCATION:</b> Curriculum Activities Children's Literature	<b>Assignment:</b> <b>Read: Chapter 5</b> <u><b>Bilingual Education</b></u>  <b>Work on Stereotype Paper</b> <b>Due: 11/19</b> <b>Due Date: Reminder</b> Multi-cultural/anti-bias booklist and presentation due next week
12	11/12	<b>Lecture Topic:</b> <b>PLANNING AND IMPLEMENTING CURRICULUM FOR DIVERSITY EDUCATION:</b> Dramatic play activities and music  <b>DUE***Multi-cultural/anti-bias booklist: Tonight</b> <b>Reading Rainbow Night</b> <b>Present your favorite book</b>	<b>Assignment:</b> <b>Read: Chapter 6</b> <u><b>Family, Culture, and Community</b></u> <b>Due Date: Reminder</b> <b>Stereotype Paper due next week</b> <b>Work on Persona Dolls</b> <b>Due Date: 12/3</b>
13	11/19	<b>Lecture Topic:</b> <b>PLANNING AND IMPLEMENTING CURRICULUM FOR DIVERSITY EDUCATION:</b> Social studies activities <b>DUE***Stereotype Paper Due Tonight</b>	<b>Assignment:</b> <b>Read: Chapter 9</b> <u><b>A Culturally Relevant and Anti-Bias Activities</b></u> <b>Improvational Skits</b> <b>Due: 11/26</b>
14	11/26	<b>Lecture Topic:</b> <b>PLANNING AND IMPLEMENTING CURRICULUM FOR DIVERSITY EDUCATION:</b> a. Nutrition activities b. Customs and rituals c. Arts and crafts <b>Improvational Skits Tonight</b>	<b>Assignment:</b> <b>Work on Final Project Exam</b> <b>Due Date: 12/10</b> <b>Improvational Skits</b> <b>Due:</b>
15	12/3	<b>Lecture Topic:</b> <b>STEREOTYPING AND DISCRIMINATORY BEHAVIOR:</b> a. Dealing with exclusion b. Promoting positive problem solving techniques  <b>Class Activities:</b>	<b>Read: Chapter 5</b>  <u><b>Bilingual Education</b></u> <b>All assignment must be turned in tonight</b>

		<b>DUE***Persona Doll Presentations Tonight</b>	
16	12/10	<b>Lecture Topic:</b> <b>ACTIVISM AND ADVOCACY:</b> Working with parents, teachers and the community to create change. <b>Class Activities:</b> <b>DUE***Final Project Exam Due Tonight</b>	

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**Individual Grading Sheet: Child Development 42**

Student's Name: \_\_\_\_\_ Semester: \_\_\_\_\_:

**Assignments and Point System:**

Assignment:	Due Date:	Possible Points:	Points Earned:
Essay	9/10	100	
Mid-Term	10/15	100	
Dramatic Play Kits	11/5	200	
Multi-Cultural /Anti-bias Booklist	11/12	100	
Reading Rainbow Night	11/12	50	
Stereotype Project: total of 100 pts	11/19	(100)	
Worksheet: 50 pts		50	
Essay Reflection: 50 pts.		50	
Improvational Skits	11/26	50	
Persona Dolls	12/3	100	
Final Project	12/10	100	
Conference/Workshop	TBA	50	
Activities: 16 total @10 pts each		160	
Retrospection/Introspection In/Out	TBA (ETUDES)	20	
Retrospection/Introspection: In	TBA (ETUDES)	20	
Total Points Possible:			

## Description and Instructions of Course Assignments

All assignments for this course are listed and instructions are given to complete the task.

At the end of the semester make a copy of this page to submit to your instructor

Assignment:	Instructions:	Points:	Points Earned:	Due Date:
Essay	<p><b>Topic:</b></p> <p>Why do we need to embrace an anti-bias and culturally sensitive curriculum in our educational programs?</p> <p><b>Task:</b> To write a 2 page essay on this topic that is from your own perspective and experience. I want to know your feelings and ideas on this topic as it lays the foundation for your understanding of why we study diversity and anti-bias approach to curriculum and our profession as teachers.</p> <p><b>Logistics:</b></p> <ol style="list-style-type: none"> <li>1. 2 pages</li> <li>2. double spaced</li> <li>3. 10-12 font is size maximum</li> </ol>	100		
Mid-Term	<p><b>Task:</b> This is an essay take home exam that you must respond to. Please do not take your answers directly from the book. Some quotes that are used and given proper credit for is acceptable, but I am looking for your own input drawn from your ability to think critically and to also infuse your own life experiences and opinions into your answers.</p> <p><b>Logistics:</b></p> <ol style="list-style-type: none"> <li>1. 1 pages in length for each question is the minimum</li> <li>2. double spaced</li> <li>3. 10-12 font is size maximum</li> </ol>	100		
Dramatic Play Kits	<p><b>Task:</b> Each student will create a life size dramatic play activity designed for children ages 3-5 years of age. You will pick a theme that supports children in learning about different cultures or opens up new experiences for children to be able to and be anyone they have a dram to be. It is an opportunity to explore and experiment with a world of possibilities.</p> <p><b>Refer to ETUDES Resources for pictures</b></p>	200		
Multi-Cultural /Anti-bias Booklist	<p><b>Task:</b></p> <p>Research for books that demonstrate topics that will</p>	100		

	demonstrate diversity and multi-cultural concepts as well as anti-bias concepts that will support your curriculum. Follow the format provided in the ETUDES CD 42 shell under the Resource section or assignment section. The minimum number of books is ten			
Stereotype Project: total of 100 pts  Worksheet: 50 pts  Essay Reflection: 50 pts.	Task: Each student is expected to complete the format provided in the CD 42 ETUDES Resource section. It is a two part assignment: You must reflect and respond honestly to your opinions and feelings about the statements in the assignment. Secondly you must write a minimum 2 page essay reflecting on how you responded to the questions and what it revealed to you about yourself and society.  Logistics: 10-12 font print size Double spaced	100		
Improvitational Skits	<b>Task:</b> The class will be divided into small groups to create a 7-10 minute skit on a topic given to each group by the instructor. Everyone in the group must participate in creating and performing the skit. The group must provide the instructor with an overview of the skit and the parts each student will be playing. There must be an introduction before the skit. Props can be used to enhance the quality and investment of the performance.	50		
Persona Dolls	<b>Task:</b> Each student must create on their own a doll that represents who they are and what their life experiences have been that has molded them to be the person they are today and who they hope to evolve into in the future. This is a handmade doll. The student must write a 2 page minimum essay that tells the doll's story. Each student will present their doll and read their story.	100		
Final Project	<b>Task:</b> Each student will complete the take home final that is provided on the CD 42 ETUDES Resource shell.	100		
Conference/Workshop	<b>Task:</b> Each student must select a workshop or conference to go that deals with the content of the course. The option is to go on the class field trip. Both assignments require a 2 page essay summarizing the experience. (12 font/double spaced)	50		
Activities: 16 total @10 pts each (maximum)	<b>Task:</b> Each student will have in class activities to do in small groups.	160		
Reading Rainbow Night	<b>Task:</b> On the night of the Multi-Cultural/anti-bias booklist each student will read a book of their choice in class.	50		
Retrospection/Introspection In/Out	<b>Task:</b> This is an extra credit assignment that the instructor will post on ETUDES in the Resource section	40		

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**Course Grading System**

**COURSE GRADING:**

**Exams = 25 %**

**Projects = 25%**

**Activities = 25%**

**Class Participation = 25%**

(ETC)

***Total Points***

**GRADING SCALE:**

(100%- 90%)      A

(89%- 80%)      B

(79%- 70%)      C

(69%- 60%)      D

(Under 59%)      F

## Course Evaluation and Requirements for Grading:

### Expectations of Students for Appropriate Participation:

#### COURSE REQUIREMENTS:

- Class Activities: Class participation is mandatory. You will participate in a variety of activities throughout the semester. However, points will be assigned to five individual/group activities on assigned dates. All activities must be completed during class time. 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.
- Examinations: All exams will be given on the dates indicated. They may cover the assigned reading material, videos, class activities, and class lecture/discussions. Exams will be multiple choice, true/false, essay, or short answer. No make-up exams will be given.
- Readings: All chapters should be read during the week they are assigned.

#### College Attendance/Drop Policy:

- Your attendance is mandatory.
- Roll is taken at the beginning of the class hour. If you are not present during roll you will be counted absent.
- If you miss three class sessions, you will be excluded from class.
- Last Day to drop a class without receiving a "W" is.... Check class schedule
- Last Day to drop a class to receive a "W" is ....Check class schedule
- It is the student's responsibility to:
  - Inform the instructor at the end of class of your late arrival.
  - Inform the instructor of personal/medical emergencies affecting your attendance.
  - Obtain information about missed classes from fellow students.
- It is the student's responsibility to officially drop this class if you stop attending.
- Use the buddy system: Exchange phone numbers with classmate.
- If you are absent the day any presentation is due you will lose the points for that assignment.
- You must be present to participate in the presentations of other students.

#### SIMPLE RULES OF CLASSROOM COURTESY:

- Arrive on time.
- Attend class regularly.
- Stay until class is over.
- Come to class prepared with appropriate reading and writing materials.
- Be respectful to your instructor and other classmates.
- Use appropriate language at all times.
- Do not bring food or drinks into the lab
- The classroom and class time is reserved for students enrolled in the class only  
(No Guests Please!)

All communication devices (cell phones, pagers, etc.) should be turned off or silenced during class hours.

## STANDARDS OF STUDENT CONDUCT:

The complete document can be found in the back of the schedule of classes.

The following is a brief list of behaviors that would be grounds for disciplinary action at WLAC according to the Standards of Student Conduct:

- “Dishonesty, such as;
  - cheating,
  - knowingly furnishing false information to instructors and college personnel,
  - turning in work that is not one’s own (plagiarism).
- “Obstruction or disruption of classes.”
- “Assault or battery, abuse, or any threat of force or violence directed to any member of the college community.”

## CELL PHONE POLICY:

- Students may not use their cell phones to accept or make calls while in class.
- If cell phones and beepers are brought to class, they must be turned to silent or vibration mode.
- Students who do not adhere to this policy will be asked to leave the class. If it happens a second time, the student will be referred to the Vice President of Student Services, and will return to class only after the Vice President has cleared him/her to return.

## CHEATING POLICY:

- Cheating constitutes academic dishonesty and in general will be handled as part of the course grading process. The penalty may range from on credit for assignment up to and including exclusion and/or an “F” grade for the course.

## CHILDREN IN CLASS:

- By directives of Academic Affairs, students are not allowed to bring their children to class. Childcare arrangements need to be made outside of class time.

## Keys to Student Success

### **Key 1: Attendance Policy:**

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.

### **Key 2: Drop Policy:**

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

### **Key 3: Withdrawal and/or Incomplete Policies:**

College policy on withdrawals applies. Refer to the current West Los Angeles College Schedule of Classes for more detailed guidelines.

### **Key 4: 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.

### **Key 5: 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.

### **Key 6: Mutual Respect for the College Community and Relationships of Integrity and Honesty:**

The West Los Angeles College faculty, staff, and administration are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty.

### **Key 7: College Level Work Standards and Student Commitment:**

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.

### **Key 7: College-Level Writing Requirements**

Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Papers must be college-level and edited for spelling and grammar. Many assignments will also provide the opportunity for the student to complete a self-assessment.

### **Key 8: Communication is the Main Ingredient to Success:**

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.

### **Key 9: Academic, Professional, and Personal Development:**

It is the intention of the WLAC Learning Community that each of our students will benefit from tis academic experience by evolving and developing academically, professionally, and personally. This intention will require collaboration and cooperation from the student and the college learning community as we build a collaborative relationship.

### **Key 10: Graduation, Certificates, Transfer, and or Employment:**

It is the intention of the WLAC College Community to support our students in achieving their goals and aspirations for their lives. Each student must take on the responsibility of keeping informed and on task with all the necessary requirements to fulfill their aspirations.