

Course Syllabus

[Jump to Today](#)

Syllabus for ECE 18 Teaching in a diverse society– Del Norte Site

Semester & Year Spring 2022

Course ID and Section # ECE 18 V3364

Instructor's Name Freneau

Day/Time

Location

Number of Credits/Units 3

Contact Information	<i>Office location</i>	E8
	<i>Office hours</i>	By Appointment
	<i>Phone number</i>	707-465-2334
	<i>Email address</i>	Phil-freneau@redwoods.edu
Textbook Information	<i>Title & Edition</i>	Anti-Bias education
	<i>Author</i>	Sparks
	<i>ISBN</i>	978-1-928896-67-8

Course Description

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.

Student Learning Outcomes

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 bias considering the significant role of education in reinforcing or contradicting such experiences.

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

Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Syllabus for ECE 18 Teaching in a diverse society– Del Norte Site

Special Accommodations

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact [Disabled Students Programs and Services \(Links to an external site.\)](#). Students may make requests for alternative media by contacting DSPS at 707-464-2352.

Academic Support

Academic support is available at [Counseling and Advising \(Links to an external site.\)](#) and includes academic advising and educational planning, [Academic Support Center \(Links to an external site.\)](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services \(Links to an external site.\)](#), for eligible students, with advising, assistance, tutoring, and more.

Academic Honesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf [\(Links to an external site.\)](#) Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Syllabus for ECE 18 Teaching in a diverse society– Del Norte Site

Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; physically or verbally abusive behavior. In such cases, where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, he or she may be reported the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf (Links to an external site.)

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Emergency Procedures for the Del Norte campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Crescent City campus emergency map is available at (<http://www.redwoods.edu/District/Maps/dnmap.asp> (Links to an external site.)). For more information on Public Safety, go to <http://redwoods.edu/safety/> (Links to an external site.) In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
 - Once outside, move to the nearest evacuation point outside your building:
 - Keep streets and walkways clear for emergency vehicles and personnel.
 - Do not leave campus, unless it has been deemed safe by the campus authorities.

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus, you can receive an alert through your personal email, and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> (Links to an external site.) and use the “Register” button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with “redwoods.edu (Links to an external site.)”

Syllabus for ECE 18 Teaching in a diverse society– Del Norte Site

[external site.](#).”Please contact Public Safety, 707-476-4112, security@redwoods.edu, if you have any questions.

ECE 18

Teaching in a Diverse Society

Dr. Phil Freneau Message Phone: 465-2334 Office Hrs. see web page:
<http://www.redwoods.edu> ([Links to an external site.](#)) Class time: See catalogue

Student conduct: See catalogue

COURSE SYLLABUS

Note: the instructor may modify this syllabus at any time during the semester to accommodate the learning process.

Course Description:

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.

Course Objectives: A student successfully completing this course will be able to:

- **Critique theories and review the multiple impacts on young children's social identity.**
- **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.**
- **Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.**

- Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Required Text: Anti-bias Curriculum: Tools for Empowering Young Children, Louise Derman-Sparks. NAEYC, 1989.

Grading: Course grading will be determined by the percentage of total points earned. There will be no extra credit.

90% + up A

80-89% B

70-79% C

60-69% D

Below 60% F

Course Assignments and Requirements

1. **Reading Assignments** will be given in class on a weekly basis from the course text, usually about one chapter a week. In addition, class handouts and library research will be assigned. Reading assignments must be completed by the assigned date so that the foundation material is covered for classroom discussion, curriculum exploration exercises, field assignments and learning reviews.

2. Participation and Question of the day. in class will be evaluated according to your commitment to "Course Agreements & Philosophy", #1-9 (below). Participation includes individual and small group exercises investigating course content including ongoing written and oral responses to assigned readings, presentations, observations, videos or guest speakers. (Question of the day)

(150 pts. = 100% of grade)

COURSE AGREEMENTS AND PHILOSOPHY

1. Be involved Celebrate the learning process! This course will involve the active participation of all students in activities and assignments designed to enhance learning in and out of class.
2. Be prepared Come to class with assignments completed and be ready to share your ideas.

Bring textbook, paper and writing implement to each class.

3. Be respectful of others. Give your full attention when anyone is addressing the class as a whole. Side conversations are distracting and can be interpreted as disrespectful. If you disagree with an idea, do it constructively.

4. We will be following the Humanities Division Statement on Student Responsibility and the C/R Student Discipline Policy. If you are unfamiliar with these guidelines, please

read them.

5. Grading policy for this course will follow the College of the Redwoods Grading Policy Guidelines.

6. Work turned in past the due date will lose points and may not be accepted if more than one week late.

7. Be responsible. Take responsibility for your own education and always offer your best effort.

8. Be punctual. Come to class on time and stay until class is dismissed. Three late arrivals or early departures will be the equivalent of one absence.

9. Final grade will be lowered one grade level after four absences from class. Absences in excess of this may jeopardize your successful completion of this course.

10. You may rewrite any assignment providing that you turn it in early or on time. You have one week after the due date to rewrite the assignment.

Please note: This Course Syllabus is subject to change by the instructor and may be altered at any time to accommodate the learning process.

Tentative Calendar (Subject to Additions & Changes)

Course overview: Syllabus

Introduction & Chapter 1 – *Why an Anti-Bias Curriculum?* Chapter 2 – *Creating an Anti-Bias Environment*

Chapter 2

Chapter 3 – *Beginnings: Working With 2-Year-Olds*

Chapter 4 – *Learning About Racial Differences*

Chapter 5 – *Learning About Disabilities*

Chapter 5 - continued

Chapter 6 – *Learning About Gender Identity*

Chapter 7 – *Learning About Cultural Differences and Similarities*

Chapter 7 continued

10 Chapter 8 - *Learning To Resist Stereotyping and Discriminatory Behavior*

Chapter 9 – *Activism with Young Children*

Chapter 9 continued

Chapter 10 - *Holiday Activities in an Anti-Bias Curriculum*

Chapter 10 continued

Chapter 11 – *Working with Parents*

Chapter 12 – *Getting Started: A Self-Education Guide*

Chapter 12 continued

Final Class

DSPS: If you need help with a special need contact DSPS

The above schedule and procedures are subject to change in the event of extenuating circumstances.

Course Summary:

Date	Details	Due
	Assignment <u>Q of the day</u>	