



## Syllabus for ECE 18 Teaching in a Diverse Society

### Course Information

Semester & Year: Spring 2022

Course ID & Section #: ECE 18-K3303

Instructor's name: Alicia Chivington

Day and Time: Monday 5:25pm – 8:35pm

Location: KT Room 3

Course units: 3

### Instructor Contact Information

Office location or \*Online: Online via Canvas & Zoom

Office hours: by Virtual Appointment with Zoom or phone

Phone number: 707-382-5250

Email address: Alicia-Chivington@redwoods.edu

### Catalog Description

Examines the impact of various societal influences on the development of children's social identity. Covers developmentally appropriate, inclusive, and anti-bias approaches. Self-examination and reflection on issues related to social identity, stereotypes, and bias will be emphasized.

### Course Student Learning Outcomes *(from course outline of record)*

1. Examine the impact of various societal influences on the development of children's social identity.
2. Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.
3. Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.

### Textbook & Other Materials

No need to buy a Textbook – OER Textbook provided in Canvas

### Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

## Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

## Evaluation & Grading Policy

Assignment	Points	Description	Details	SLO
<b>Weekly Journals/ Discussions (12)</b>	12x2=24%	A journal question will be posted each week. There will be time in class to journal, followed by a discussion. If you are absent from class, the Journal will be available in discussion form on Canvas.	Weekly journals are a minimum of 1-2 written pages in length and must reflect an understanding of the written (text, lecture, and articles) materials, critical thinking on the topics and citations/examples from the materials you read that support your views (text, articles, lectures). You must cite from the readings (not just the lecture) in your journal. You will provide page numbers and author's name in your citations.) You must also relate the readings to your personal life and work experiences.	
<b>Class Participation</b>	26%	Arrive to class on time and prepared.	Students should arrive to class prepared for the week. This includes completing the weekly reading before class. Class participation also means actively engaged in discussions and activities during class.	

<b>Social Identity Exploration (1)</b>	15%	Consider social identity theory and discuss the multiple impacts (culture, ethnicity, race, language, social class, and special needs) on children's identity development.	<p>Discuss how this affects the work of an educator of young children. Cite a minimum of two sources and relate the readings to your experiences with children and your personal experience developing identity.</p> <p>The assignment should be from 1000 to 1200 words. (The Module 4 lecture will be helpful for this assignment.)</p>	<p>SLO#1</p> <p>Examine the impact of various societal influences on the development of children's social identity.</p>
<b>The Invisible Knapsack &amp; Personal Experiences Analysis (1)</b>	15%	Paper about privilege and how you have or have not experienced it	<p>Write an 800 - 1000 word response to the article.</p> <p>Describe how you have experienced bias and/or privilege in your life.</p> <p>I understand that you may not feel you have experienced any privilege but reflect deeply on your experiences. As you consider your life experience, evaluate the impact of those experiences and your social identity on how you work (or will work) effectively with children and families. Be honest. Be specific.</p>	<p>SLO#3</p> <p>Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.</p>
<b>Final Essay (1)</b>	20%	Final Essay about Anti-Bias Approaches summarizing your learning	<p>You will write an essay assessing and comparing two specific components of anti-bias education. Your topics may include</p> <ul style="list-style-type: none"> <li>• monolingualism vs. bilingualism,</li> <li>• holidays vs. concrete culturally experiences,</li> <li>• meaningful parent involvement,</li> <li>• using the classroom environment as a teaching tool,</li> <li>• infusing anti-bias throughout the curriculum vs. anti-bias lessons, etc.)F2021</li> </ul>	<p>SLO #2</p> <p>Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.</p>
<b>Total</b>	<b>100%</b>			

## Grade Calculations

Your final grade will be based on the total points you have earned throughout the semester. After each assignment is graded your point value will be posted into the Canvas grade book. You will be able to keep track of your total points throughout the semester at the course Canvas site. Grading rubrics are available for each weekly forum. (For more refer to the Canvas help menu.)

Points can only be earned by completing the above assignments by the deadline. There will be no extra credit available.

A grade of "C" is considered "satisfactory, a "B" is good and an "A" is excellent.

My grading criteria is based on the belief that meeting the basic assignment criteria is satisfactory so a "C". To earn a grade higher a student must reach beyond the basics and do more than the basic assignment criteria.

An excellent student demonstrates initiative. The difference between doing what is spelled out in the assignment and thinking about how to deepen the assignment what demonstrates excellence. By taking it to the next level you are demonstrating your advanced leaning and commitment to excelling.

Assignments are due by 11:59 P.M. on the due date given. Late assignments are accepted for up to two weeks after the due date (except assignments due within two weeks of the end of the semester) but will be graded down a full letter grade for each week or portion of a week. After two weeks' assignments, will not be accepted.

Course Grade\* 94 to 100 = A

90 to 93.99 = A-

86 to 89.99 = B+

83 to 85.99 = B

80 to 82.99 = B-

76 to 79.99 = C+

70 to 75.99 = C

60 to 69.99 = D\*

0 to 59.99 = F

\*Please remember that Community Care Licensing and the Commission on Teacher Credentialing only accept grades of "C" or better. Although a "D" grade is considered passing, it will not meet the requirements to be a fully qualified Title 22 program director or to earn a child development permit.

Students may be dropped from the course at the faculty's discretion if you have failed to log into the course and submit assignments or post into the discussion forums for over two weeks or if the points attained indicate that you are failing the class. Please reach out to me if you have a situation where you are not able to participate on a regular basis due to a documentable reason and I will work with you to find a solution.

## Admissions deadlines & enrollment policies

### Spring 2022 Dates

- *Classes begin: 01/15/22*
- *Last day to add a class: 01/21/22*
- *Martin Luther King, Jr's Birthday (all campuses closed: 01/17/22*
- *Last day to drop without a W and receive a refund: 01/28/22*
- *Census date (or 20% into class duration): 01/31/22*
- *Last Day to file P/NP (only courses where this is an option) 02/11/22*
- *Lincoln's Birthday (all campuses closed): 02/18/22*
- *Presidents Day (all campuses closed): 02/21/22*
- *Last day to petition to graduate or apply for certificate: 03/03/22*
- *Spring Break (no classes): 03/14/22-03/19/22*
- *Last day for student-initiated W (no refund): 04/01/22*
- *Last day for faculty-initiated W (no refund): 04/01/22*
- *Final examinations: 05/07/22-05/13/22*
- *Semester ends: 05/13/22*
- *Grades available for transcript release: approximately 05/30/22*

## Academic dishonesty

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/or exam 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. 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](#).

## Disruptive 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; and 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, the student 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. 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](#).

## Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

## Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

## Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: <https://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

## Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones.

Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- 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.

## **Del Norte Campus Emergency Procedures**

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

## **Eureka Campus Emergency Procedures**

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

## **Klamath Trinity Campus Emergency Procedures**

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
  - a. Dial 911, to notify local agency support such as law enforcement or fire services.
  - b. If safe to do so, notify key administrators, departments, and personnel.
  - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
  - d. Contact 530-625-4821 to notify of situation.
  - e. Contact Hoopa Tribal Education Administration office 530-625-4413
  - f. Notify Public Safety 707-476-4111.

2. In the event of an emergency, the responsible district employee on scene will:
  - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
  - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
  - c. Close all window curtains.
  - d. Get all inside to safe location Kitchen area is best internal location.
  - e. If a police officer or higher official arrives, they will assume command.
  - f. Wait until notice of all is clear before unlocking doors.
  - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
  - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

## Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821



## Class schedule

Week 1 1/17/2022 <i>No Class</i>	Read Chapter 1: Looking at Diversity, Equity and Inclusion	Module 1: Review the Canvas site, read the Syllabus, Review Assignments, and Expectations
Week 2 1/24/2022	Read Chapter 2: The Importance of Culture	Module 2: Journal/Discussion
Week 3 1/31/2022	Read Chapter 3: The Development of Identity in Children	Module 3: Journal/Discussion
Week 4 2/7/2022	Read Chapter 4: Teachers' Professional Identity and Becoming Equity Minded	Module 4: Introduce Social Identity Exploration
Week 5 2/14/2022	Read Chapter 5: Developmentally, Culturally, and Linguistically Appropriate Classroom Environments, Materials, and Approaches	Module 5: Journal/Discussion
Week 6 2/21/2022 <i>No Class</i>	Read Chapter 6: Using Anti-Bias Curriculum	
Week 7 2/28/2022	Read Chapter 7: Effectively Negotiating and Resolving Conflict	Module 7: Journal/Discussion and Social Identity Exploration Due
Week 8 3/7/2022	Read Chapter 8: Race, Ethnicity, and Language	Module 8: Journal/Discussion Introduce: Invisible Knapsack
Week 9 3/14/2022 <i>Spring Break No Class</i>	Read Chapter 9: Diverse Family Structures	
Week 10 3/21/2022	Read Chapter 10: Socioeconomic Status of Families	Module 10: Journal/Discussion And Invisible Knapsack and Personal Experiences Due
Week 11 3/28/2022	Read Chapter 11: Families of Children with Special Needs	Module 11: Journal/Discussion
Week 12 4/4/2022	Read Chapter 12: Gender in Young Children	Module 12: Journal/Discussion Introduce: Anti-Bias Approach Comparison
Week 13 4/11/2022	Read Chapter 13: Religion in Families	Module 13: Journal/Discussion
Week 14 4/18/2022	Read Chapter 14: The Relationship Between One's Experience and the Development of Personal Bias	Module 14: Journal/Discussion

Week 15 4/25/2022	Read Chapter 15: The Influences of Stereotypes, Prejudice, and Discrimination	Module 15: Journal/Discussion
Week 16 5/2/2022	Read Chapter 16: The History and Influence of Systemic, Internalized Privilege and Oppression	Module 16: Journal/Discussion Due: Anti Bias Approach Comparison
Finals Week 5/9/2022 <i>No Class</i>	Reflect on your Learning	Module 17: Final Reflection