

Syllabus for ECE 18: Teaching in a Diverse Society

Course Information

- Semester and Year: Fall 2025
- Course ID and Section number: ECE-18-V9152
- Instructor's name: Dr. Darius Kalvaitis
- Location: Online in Canvas
- Course units: 3

Instructor Contact Information

- Office location: HU 108b
- Office hours: by Appointment on Zoom, by phone, or on campus
- Phone number: 707.476.4338
- Email address: Darius-kalvaitis@redwoods.edu
- Communication notes: Reach out to me as needed for academic support and advice

Required Materials:

- None

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

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.

The instructor reserves the right to modify and adjust the syllabus to meet student and course needs

Course Textbook & Other Materials

The Role of Equity and Diversity in Early Childhood Education

By: Krischa Esquivel, Emily Elam, Jennifer Paris, & Maricela Tafoya

Guided by cultural beliefs and principles, families select experiences, convey attitudes, and impart knowledge to their children to prepare them for adulthood. Accordingly, it is important for program staff to learn to collaborate effectively with families. To develop a partnership and to tap into the family as a primary resource, early childhood educators must reach out to, learn about, and develop strong partnerships with families. This process requires openness to learning and an effort to understand the individuality of each family and the diversity of the families from which the children come.

Textbook is available at: [LibreTexts](#)

If you would like a hard copy you can purchase one as well: [buy a hard copy of the book](#)

Class schedule

- A detailed course calendar is published in the CANVAS site. See this for all due dates and other calendar-related items.

Evaluation and Grading Policy

Assignment	Points	Description	Details	SLO
Weekly Discussions (15)	15x3=45%	Post each (and every) week and Reply to at least 2 students each week	<p>Post your response to the prompt. Due by Thursday night.</p> <p>Weekly postings are a minimum of 250 to 350 words in length and must reflect an understanding of the written (text, lecture, and articles) materials, critical thinking on the topics and citations from the materials you read that support your views (text, articles, lectures). You must cite from the readings (not just the lecture) in your initial weekly post. 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.</p> <p>Reply to at least 2 other students. Due by Sunday night.</p> <p>Responses are a minimum of 100 words and must thoughtfully discuss the ideas</p>	

			presented in the post to which you are responding.	
Quiz (1)	5%	Canvas Quiz	Orientation to Syllabus and Canvas. Take as many times as you like.	
Social Identity Exploration (1)	15%	Consider social identity theory and discuss the multiple impacts (culture, ethnicity, race, language, social class, and special needs) on children's identity development.	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. The assignment should be from 1000 to 1200 words. (The Module 4 lecture will be helpful for this assignment.)	SLO#1 Examine the impact of various societal influences on the development of children's social identity.
The Invisible Knapsack & Personal Experiences Analysis (1)	15%	Paper about privilege and how you have or have not experienced it	Write an 800 - 1000 word response to the article. Describe how you have experienced bias and/or privilege in your life. 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.	SLO#3 Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.
Final Essay (1)	20%	Final Essay about Anti-Bias Approaches summarizing your learning	You will write an essay assessing and comparing two specific components of anti-bias education. Your topics may include <ul style="list-style-type: none"> • monolingualism vs. bilingualism, • holidays vs. concrete culturally experiences, • meaningful parent involvement, • using the classroom environment as a teaching tool, 	SLO #2 Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning

			<ul style="list-style-type: none"> infusing anti-bias throughout the curriculum vs. anti-bias lessons, etc.)F2021 	and development.
Total	100%			

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.

Points can only be earned by completing the above assignments by the deadline

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 is 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 in Canvas.

Late assignments are accepted for up to the “accept until” time as posted in Canvas.

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.

Grace Policy:

- The semester moves fast, so no extensions or late submissions will be available. If you have a documented emergency or other life crisis, you can email me and let me know so that I can try to support you through it academically.

Academic Integrity

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic integrity, 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 a lack of academic integrity, 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 [2025-2026 College Catalog](#) and [CR Board and Administrative Policies](#).

AI Use Class Policy

No AI use is allowed in this ECE class!

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard are widely available. However, overuse of these tools in this class can undermine your learning and curtail the development of your critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that AI cannot be used at any point in the completion of class assignments, including discussion posts. Any or all of your assignments submissions and discussion posts may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn.

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. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2025-2026 College Catalog](#) and [CR Board and Administrative Policies](#).

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.

Prerequisites/corequisites/ recommended preparation

None

Educational Accessibility and Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](#), counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](#). If you are unsure whether you qualify, please contact Student Accessibility Support Services (SASS) for a consultation: sass@redwoods.edu.

SASS office locations and phone numbers

Eureka campus

- Phone: 707-476-4280
- Location: Learning Resource Center (Library)

Del Norte campus

- Phone: 707-465-2353
- Location: main building, near the Library

Klamath-Trinity campus

- Phone: 707-476-4280