
Spring 2026

College of the Redwoods



Course Information

Semester & Year: Spring 2026

Course ID & Section #number: Teaching in a Diverse Society - V0486

Instructor's name: Michelle Hancock

Day/Time of required meetings: N/A

Course units: 3



Instructor Contact Information

Office location or Online: <https://canyonsonline.zoom.us/j/9492207244>

Office hours: Mondays online 9:00 - 11:00 a.m., Tuesday - Thursday available for calls or zoom 9:00 - 11:00 a.m.

Phone number: 707-339-0488

Email address: michelle-hancock@redwoods.edu





Required Material

Anti-Bias Education for Young Children and Ourselves; Derman-Sparkes & Edwards 2020;
ISBN: 978-1-938113-57-4



Catalog Description

Examines the historical and current perspectives on diversity and inclusion and the impact of systemic societal influences on children's development, learning, and school experiences. Strategies for developmentally, culturally, and linguistically appropriate anti-bias curriculum will be explored as well as approaches to promote inclusive and anti-racist classroom communities. Includes self-reflection on the influence of teachers' own culture and life experiences on teaching and interactions with children and families.



Course Student Learning Outcomes

- Examine the impact of various societal influences on the development of children's personal and social identity.
- Describe the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.
- Identify the influence of teachers' own culture and life experiences on teaching approaches and interactions with children and families.



Course Calendar



Week	Topic	Reading	Assignments
Week 1 1/19	Introductions		Introduction Posts – Wed/Sun Note to Michelle –Wednesday Introduction Quiz – Sunday
Week 2 1/26	Anti-bias Education and Why it Matters	Chapter 1	Self-Analysis Part 1 – Sunday Discussion Post - Fri/Sun Chapter Quiz – Sun
Week 3 2/2	Constructing and Understanding Social Identities and Attitudes	Chapter 2	Discussion Post - Fri/Sun Chapter Quiz – Sun
Week 4 2/9	Curriculum Principles and the Learning Environment	Chapter 3	Journal Post – Sunday Chapter Quiz – Sun
Week 5 2/16	Clarifying and Brave Conversations w/ Children	Chapter 4	Discussion Post - Fri/Sun Chapter Quiz – Sun
Week 6 2/23	Relationships w/Families & Among Teachers and Staff	Chapter 5	Journal Post – Sunday Chapter Quiz – Sun
Week 7 3/2	Fostering Children’s Cultural Identities: Valuing All Cultures	Chapter 6	Classroom Supplies Project – Sun Chapter Quiz – Sun



Week	Topic	Reading	Assignments
Week 8 3/9	Learning about Cultural Identity & Fairness	Chapter 7	Discussion Post - Fri/Sun Chapter Quiz – Sun
3/16	Spring Break	Spring Break	Spring Break
Week 9 3/23	Learning about Racialized Identities and Fairness	Chapter 8	Journal Post – Sunday Chapter Quiz – Sun
Week 10 3/30	Learning about Gender Diversity and Fairness	Chapter 9	Discussion Post - Fri/Sun Chapter Quiz – Sun Components 1-2
Week 11 4/6	Learning about Economic Class and Fairness	Chapter 10	Journal Post – Sunday Chapter Quiz – Sun
Week 12 4/13	Learning about Different Abilities and Fairness	Chapter 11	<i>Classroom Cultural Observation – Sun</i> Chapter Quiz – Sun
Week 13 4/20	Learning About Who Makes Up Family and Fairness	Chapter 12	Journal Post – Sunday Chapter Quiz – Sun
Week 14 4/27	Carry It On	Page 61	Discussion Post - Fri/Sun Components 3-4
Week 15 5/4	Working with Persona Dolls	Page 63	Discussion Post - Fri/Sun Journal Post – Sunday
Week 16 5/11	Finals Week		Self Analysis - Part 2 - Thursday

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Evaluation & Grading Policy

Course grades, and specific comments about assignments, may be accessed at any time during the semester by clicking on the *Grades* link in the navigation bar.

Accuracy, clarity, and appropriateness of the work completed determine the grade for all assignments. Remember, this is a college class, so college level work is expected. Standard font sizes, proper capitalization/punctuation, etc. A rubric will be provided for each assignment. This is a college level class and work submitted should be reflected to show that.

The following policies applied to **late work** during our time together:

- 1) One missing discussion post and one journal post will be accepted from each student during the semester for 50%.
- 2) You may request 1 missing quiz be reopened the final week of class.
- 3) Assignments (other than discussion posts and tests) can be turned in for a reduction of 5% per day, so if you submit 2 days late, the score will be reduced by 10%.

If you know there will be a major event that is going to create havoc with your schedule (i.e. you're about to give birth), please contact me at the beginning of the semester so we can discuss the situation before it occurs. The late policies still apply, but we can discuss how you can complete your work in advance.



Recommended Preparation

An understanding of child development is useful for understanding course content. College level reading and writing are required for the students to understand course concepts and complete course assignments. We are making these recommended preparation rather than pre-requisite as students will then be able to take the course in their 1st semester and graduate in a timely fashion.





Educational Accessibility & 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](https://www.redwoods.edu/services/sass/light.php) , [\(<https://www.redwoods.edu/services/sass/light.php>\)](https://www.redwoods.edu/services/sass/light.php), counseling and advising, alternate formats of course materials (e.g. audio books or 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 \(SASS\)](https://www.redwoods.edu/services/sass/index.php) , [\(<https://www.redwoods.edu/services/sass/index.php>\)](https://www.redwoods.edu/services/sass/index.php).

If you are unsure whether you qualify, please contact SASS for a consultation:
SASS@redwoods.edu (<mailto:SASS@redwoods.edu>).

SASS office locations and phone numbers

Eureka campus

- Phone: 707-476-4280,
- Locations: Student Services building, first floor SS113

Del Norte campus

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

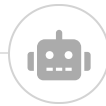
Klamath-Trinity campus

- 707-476-4280



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 2024-2025 College Catalog and CR Board and Administrative Policies.



AI Use Class Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard 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 assignment 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.

While some instructors may allow the use of AI in course work, I do not. I feel working with children makes it imperative that we are critical thinkers who work to absorb as much information as possible to help us better meet the needs of children. We must learn this information for ourselves!

