**TEACHING IN A DIVERSE SOCIETY**

**UNITS:** 3

**INSTRUCTOR:** RITA GRIGORYAN

**Fall, 2016**

**THIS COURSE IS REQUIRED FOR ALL CHILD DEVELOPMENT CERTIFICATES**

<table>
<thead>
<tr>
<th>Section # 3096</th>
<th>Monday 3:30-6:40</th>
<th>Room CCDS 202</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Hours: M.2:30-3:30; T. 12:15-1:15; Th. 2:30 – 4:30 and by appointment</td>
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</tbody>
</table>

**Location:** CCDS – office 213

**E-mail:** Grigorr@lamission.edu

**WEBPAGE:** www.lamission.edu/~grigorr

**Office Phone:** (818) 364-7860


**Recommended Book:** York, Stacey. Roots and Wings

**CATALOG COURSE DESCRIPTION:**

Examines 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. The course involves self-reflection of one's own understanding of educational principles in integrating anti-bias goals in order to better inform teaching practices and/or program development.
**Course Objectives:**
1. Examine the historical and current perspectives on diversity and inclusion.
2. Identify the nature and processes of systematic and internalized privilege and oppression and their impacts on children's identity, development and learning.
3. Examine various forms of diversity
4. Evaluate the influences of stereotypes and bigotry
5. Evaluate the relationship between one's own experiences and the development of personal bias
6. Analyze the influences on the development of social identity
7. Propose ways to effectively negotiate and resolve conflict related to issues of diversity
8. Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness
9. Identify issues of social injustice and bias that occur in classrooms
10. Evaluate strategies used to build collaborative relationships with families related to issues of diversity

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Institutional Learning Outcomes</th>
<th>Assessment Method</th>
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<tbody>
<tr>
<td>1. Students will analyze the history and current issues of the diverse world in which children live.</td>
<td>Global awareness – 7 Written and oral communication-1 Aesthetic Responsiveness – 5 Written and oral communication -1</td>
<td>1. Book report – oral &amp; written</td>
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<tr>
<td>2. Student’s will plan and implement an activity for young children with the content focus of equity and diversity.</td>
<td></td>
<td>2. Lesson Planning and Implementation</td>
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<tr>
<td>3. Students will design an anti-bias classroom environment to foster understanding across differences.</td>
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<td>3. Designing environment</td>
</tr>
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</table>
Attendance: As in each college level course, attendance and participation is essential for a successful learning experience. Los Angeles Mission College policies related to attendance will be respected. Students are expected to attend and participate in each class session. Students are responsible for all materials and information presented during each class. Absences of more than six (6) hours will result in class “exclusion.” Points will be deducted for each absence and for partial class time missed. It is the student’s responsibility to complete all paperwork necessary to add, drop or withdraw from class.

Students with Special Needs: Any student that needs special considerations due to a disability is asked to identify their need to the instructor in private by the first day of class and the Office of Special Services or Disabled Students. Special accommodations may be arranged but the instructor must be notified by the student in advance. All information will remain confidential.

Cell Phones and IPods: Please be courteous to your instructor and fellow classmates. Put your cell phone on silent mode while in class. Please check and answer your messages during the break. Use of IPods or MP3’s during class time is not appropriate.

Important Dates to Remember:

- **September 9, 2016:** Deadline to add full term classes (16 week) in person
- **September 11, 2016:** Deadline to drop classes without receiving a “W” with refund
- **November 20, 2016:** Drop classes with a “W”

Reminder: There is a new LACCD enrollment limit. The limit is now three times to take a class and includes both substandard grades and withdrawals.
COLLEGE RESOURCES FOR STUDENTS

Admissions and Records: Students can register for classes, request transcripts, file petitions for graduation, and drop classes at this office. For more information call 818-833-3322 or visit http://www.lamission.edu/admissions/

Assessment Center: Offers student assessments in English, English-as-a-Second-Language (ESL) and Mathematics. Please contact the Assessment Center at (818) 364-7613 for more information or visit http://www.lamission.edu/assessment/

Bookstore: For hours of operation, book availability, buybacks, and other information call 818-364-7767 or 7768 or visit http://eagleslanding.lamission.edu/default.asp

Counseling Department Office: For appointments and information call 818-364-7655 or visit http://www.lamission.edu/counseling/

Disabled Students Programs and Services (DSP&S): For appointments, eligibility and information call 818-364-7732 or visit http://www.lamission.edu/dspsi

Extended Opportunity Programs and Services (EOPS): For appointments, eligibility and information call 818-364-7645 or visit http://www.lamission.edu/eops/

Financial Aid: For information and applications call 818-364-7648 or visit http://www.lamission.edu/financialaid/

Library: For information on hours, resources, workshops, and other services contact 818-364-7106 or visit http://www.lamission.edu/library/

Tutoring Services in Learning Center: Laboratories for Learning, Writing, Math&Science. Walk-in and appointment services offered. Call 818-364-7754 or visit www.lamission.edu/learningcenter/

Child Development Tutoring: CCDS Room 200. For appointments and information call 818-364-7600 ext. 7123
Assignments & Grading Information

Attend an Event/Place 50 points
Book Report 50 points
Midterm exam 50 points
Learning Plan Presentation 50 points
Anti-Bias Classroom Environment Presentation 50 points

Grading (250 points total):

90% = A (224-250 points)
80% = B (199-223 points)
70% = C (174-198 points)
60% = D (149-173 points)
Below 149 = F
Assignments

Attend an Event/Place: 50 Points
For this assignment you are required to attend an event or a place you have never been before. The event may include a religious service or ceremony. For example, a wedding of a culture other than your own, a parade that celebrates diversity, or a cultural event. The place may include a museum, town, educational or senior center. Write a two page reflective essay on your experience visiting the event or place. **Be prepared to share your findings to the class on the date the assignment is due.** Points are earned through completing the visit and submitting a well thought-out reflective essay.

Book Report: 50 Points
Students will choose multicultural/anti-bias children’s book to present in class. This assignment will demonstrate the ability to plan, organize and deliver an overview of a theme which reflects diversity and engages children in the active learning process. You will be given ten to fifteen minutes to share your activity with the class. Use as many visual aids/props as possible. Students are required to write the activity plan that indicates the value of the book they are presenting. The activity plan format is included in the syllabus.

Anti-Bias Learning Plan Presentation: 50 Points
Students will be assigned into small groups of three students. Students will choose an anti-bias, developmentally appropriate activity to present to the class. This should be a hands-on activity that can be done in the preschool or school age class environment to promote anti-bias education. The activity should be well thought-out and intentional. Students are required to create a learning plan along with their activity as well as a visual aide demonstrating the activity they chose. The activity plan format is included in the syllabus. Points are earned through collaborative group work, the participation of our entire class as well as careful attention to a developmentally appropriate anti-bias activity. Neatness and professionalism in the presentation are required.

Anti-Bias Classroom Environment Presentation: 50 Points
On your own, or with a small group, you will be required to create and present an anti-bias classroom that could be developed in an early childhood classroom. Use as many visual aids/props as possible and organize your presentation on a display board or a power point. The presentation must include:

1. Anti-bias learning centers
2. A kit of materials (actual) for one learning center, and
3. Anti-bias environment for families
4. An oral and written discussion (3 pages minimum) of the values of anti-bias classroom must be included in the presentation. This must be typed, 12 font, double space
Student Name and Date:
Title and author of the book:
Brief summary:
Age Group:
Group size:

**Primary Learning Outcome:** (what is the most important outcome that you want to come from this activity? What is the most important thing that the children will learn? *Be sure to relate this to the diversity)*:

**Goals and Objectives**

a. Social Development: relationships to be fostered, pro-social skills to be supported, interaction with others to be encouraged, examples of cooperation, taking turns, working as a group, leadership, etc.

b. Emotional Development: self-esteem building, feelings to be expressed, understandings to be enhanced, pleasure, enjoyment, pride, accomplishment, etc.

c. Cognitive/Language Development: discovery, thinking and reasoning skills, language and literacy, problem solving skills, curiosity, concepts to be learned

d. Physical Development: large and small motor skills, sensory experience, eye-hand coordination, balance, visual or hearing acuity etc.

**Materials and Preparation**

a. Materials Needed

b. Space Required

c. Set-up Required

**Procedures (step-by-step description)**

a. Introduction

c. Language/Discussion/Questions

d. Closure: how to terminate the activity

**Follow up:**
Child Development 42: Book Report Grading

Name: _______________________________________________________________

Presentation (enthusiasm, professionalism, interaction with class)_____________________/25

Materials/props_________________________________________________________/10

Written Plan _______________________________________________________/15

Total (out of 50) _______________________________________________________/50

Child Development 42

Anti-Bias Learning Plan

Student Names and Date:

Name of activity:

Curriculum Area:

Age Group:

Group size:

Primary Learning Outcome: (what is the most important outcome that you want to come from this activity? What is the most important thing that the children will learn? (Be sure to relate this to the curriculum area chosen above):

Goals and Objectives

a. Social Development: relationships to be fostered, pro-social skills to be supported, interaction with others to be encouraged, examples of cooperation, taking turns, working as a group, leadership, etc.

b. Emotional Development: self-esteem building, feelings to be expressed, understandings to be enhanced, pleasure, enjoyment, pride, accomplishment, etc.

c. Cognitive/Language Development: discovery, thinking and reasoning skills, language and literacy, problem solving skills, curiosity, concepts to be learned
d. Physical Development: large and small motor skills, sensory experience, eye-hand coordination, balance, visual or hearing acuity etc.

**Materials and Preparation**

a. Materials Needed  
b. Space Required  
c. Set-up Required

**Procedures (step-by-step description)**

a. Introduction  
b. Description of actual activities  
c. Language/Discussion/Questions  
d. Closure: how to terminate the activity

**Follow up:**

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**Child Development 42: Anti-Bias Classroom Presentation Grading**

Names: _____________________________________________________________

Curriculum Area: ___________________________________________________

Presentation (enthusiasm, professionalism, interaction with class)__________/25

Materials _______________________________ ____________________________/10

Written Plan _______________________________ ________________________/15

Total (out of 50) ____________________________________________________/50
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
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<tbody>
<tr>
<td>2.</td>
<td>Sept. 5</td>
<td><strong>Labor Day – No Class</strong></td>
<td></td>
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<tr>
<td>3.</td>
<td>Sept. 12</td>
<td>What Is Anti-Bias Education?</td>
<td>Read ch.1</td>
</tr>
<tr>
<td>4.</td>
<td>Sept. 19</td>
<td>Children’s Identity and Development</td>
<td>Read ch.2</td>
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<tr>
<td>5.</td>
<td>Sept. 26</td>
<td>Becoming an Anti-Bias Teacher</td>
<td>Read ch.3. <strong>AttendanEvent/Place Report Due</strong></td>
</tr>
<tr>
<td>6.</td>
<td>Oct. 3</td>
<td>Creating an Anti-Bias Learning Community</td>
<td>Read ch.4</td>
</tr>
<tr>
<td>7.</td>
<td>Oct. 10</td>
<td>Learning About Culture, Language, &amp; Fairness</td>
<td>Read ch.5</td>
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<tr>
<td>8.</td>
<td>Oct. 17</td>
<td></td>
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<tr>
<td>9.</td>
<td>Oct. 24</td>
<td>Learning About Racial Identity &amp; Fairness</td>
<td>Read ch. 6</td>
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<tr>
<td>10.</td>
<td>Oct. 31</td>
<td>Learning About Gender Identity &amp; Fairness</td>
<td>Read ch. 7</td>
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<td><strong>Midterm Exam – In Class</strong></td>
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<tr>
<td>11.</td>
<td>Nov. 7</td>
<td>Learning About Economic Class &amp; Fairness</td>
<td>Read ch. 8</td>
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<tr>
<td>13.</td>
<td>Nov. 21</td>
<td>Learning About Different Abilities &amp; Fairness</td>
<td>Read ch. 10</td>
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<tr>
<td>14.</td>
<td>Nov. 28</td>
<td>Learning About Holidays &amp; Fairness</td>
<td>Read ch. 11</td>
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<tr>
<td>15.</td>
<td>Dec. 5</td>
<td></td>
<td><strong>Anti-Bias Classroom Environment Presentation</strong></td>
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<tr>
<td>16.</td>
<td>Dec. 12</td>
<td></td>
<td><strong>Final Class</strong></td>
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Child Development 42: Anti-Bias Classroom Environment Presentation
Grading

Names: _____________________________________________________________

Oral/Written Presentation (enthusiasm, professionalism)________________________/20

Anti-bias learning centers________________________________________/10

Materials for one activity to be included in the center__________________________/10

Anti-bias environment for families_____________________________________/10

Total (out of 50) ________________________________________________________/50