

ECE R107: TEACHING IN A DIVERSE SOCIETY

Originator

pmendez

College

Oxnard College

Discipline (CB01A)

ECE - Early Childhood Education

Course Number (CB01B)

R107

Course Title (CB02)

Teaching in a Diverse Society

Banner/Short Title

Teaching in a Diverse Society

Credit Type

Credit

Start Term

Fall 2021

Formerly

CD R107

Catalog Course Description

This course examines the impact of various societal influences on the development of children's social identity. Students encounter that diversity is a major cultural trait of the United States, and recognize that schools reflect the societal makeup of our country. The course includes an identification of the main differences and similarities among various cultural groups and those of the mainstream culture C-ID: ECE 230.

Taxonomy of Programs (TOP) Code (CB03)

1305.00 - *Child Development/Early Care and Education

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Students may attend community events (i.e., El Dia de el Rebozo, Chile Celebration, San Patric's Parade, September 16 at Plazita in Oxnard, OC Performance Arts, Multicultural Festival, City of Oxnard).

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours**Carnegie Unit Override**

No

In-Class**Lecture****Minimum Contact/In-Class Lecture Hours**

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105.0

Maximum Outside-of-Class Hours

105.0

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

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

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Compare historical and current perspectives on diversity and inclusion. |
| 2 | Identify various forms of diversity. |
| 3 | Explore the influences of stereotypes, bias, and discrimination. |
| 4 | Discuss the history and influence of systematic oppression and internalized privilege. |
| 5 | Evaluate the relationship between one's own experiences and the development of personal bias. |
| 6 | Identify approaches to help children negotiate and resolve conflict related to social injustice and bias. |
| 7 | Identify the influences on the social-emotional growth and development of one's social identity and create an environment where each child is treated with fairness and respect. |
| 8 | Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness. |
| 9 | Describe strategies to build collaborative, respectful relationships with families. |

Course Content

Lecture/Course Content

1. Historical and current perspectives on diversity and inclusion

2. Dimensions of Diversity

a. Forms and types

- i. Sex and gender roles, sexual orientation
- iii. Language and literacy
- v. Family Structure and function
- vii. Age

- ii. National identity, culture, race/ethnicity
- iv. Religion and belief systems
- vi. Ability
- viii. Socioeconomic status

b. Trends and current issues as it relates to inequity and access

c. Misconceptions

3. Bias, Stereotypes, and Prejudice

a. How stereotypes and prejudice develop

- i. Influences on the development of children's pre-prejudice classroom
- iii. Adult interactions

ii. Identifying stereotypes and biases in the media and

b. Challenging stereotypes and bias

- i. Educational strategies and classroom environment

ii. Talking to children about diversity

4. History and Impact of Immigration

5. Privilege and oppression

a. Definition

b. Issues of inequity and access

- i. Institutional policies that perpetuate inequitable access

ii. Overt and covert social messages

c. Effects of the dominant culture on

- i. Holidays and traditions
- iii. Religion, values, and beliefs

ii. Family roles

d. Recognizing internalized oppression and microaggressions

6. Education and School

a. Diverse and inclusive learning environments

- i. Selection and availability of materials
- iii. Assessment
- v. Curriculum and learning experiences

ii. Family engagement and communication

- iv. Culture and language
- vi. Culturally responsive teaching

b. The influence of teachers in children's lives

- i. Impact of teacher's personal history
- iii. Communication and interactions
- v. Modeling respectful and inclusive behaviors

ii. Recognition of personal bias

- iv. Conflict resolution strategies

Laboratory or Activity Content

None (this is not a lab course)

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Essays
Group projects
Individual projects
Journals
Objective exams
Quizzes
Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Collaborative group work
Class activities
Class discussions
Case studies

Distance Education
Field trips
Group discussions
Guest speakers
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor will lead small group projects (i.e., Family Tree, Interview each other about their culture, Family Values).
2. The instructor will show videos demonstrating culture awareness (i.e., Brown-Eyes-Blue-Eyes Experiment; The Immigration History of the United States; Comprehend that Diversity is a Major Cultural Trait of the USA; The Danger of a Single Story), for students to engage in discussion.
3. Instructor will present Case Studies/Scenarios, for students to engage in discussion with the class and/or small groups.

Representative Course Assignments

Writing Assignments

1. Summaries of research in text, journals, and webpages, such as curriculum and development in early education, best practice, what is meant by developmentally appropriate practice and anti-bias curriculum.
2. Describe a specific example from personal experiences and observation of young children that illustrates diverse cultures.
3. Critiques on the articles read from the National Education Association curriculum guidelines for multicultural education, NAEYC and Code of Ethical Conduct in Early Childhood Education.
4. Write a position statement on individual cultural experience such as: values, beliefs, and cultural experiences.
5. Prepare curriculum for young children based on appropriate practice while recognizing cultural influences.
6. Complete essay midterm and final examination questions on anti-bias curriculum, developmental appropriate practice, integration, no child left behind act.
7. Write a research on any one organization that support multiculturalism and diversity (i.e., Association for Childhood Education International (ACEI); The Diversity of Early Childhood (DEC); National Black Child Development Institute (NBCDI); Southern Poverty Law Center)

Critical Thinking Assignments

1. Students individually begin a journal of reflections, and record their thoughts and ideas as they explore the topics in the textbook utilized for this class (i.e., as an early childhood educator, what do I want for young children?; What do I need to know to support the needs of culturally diverse children and their families?)
2. Within the framework of diversity, students will reflect on their own experiences, and consider how he/she have approached or would approach the needs of children with diverse characteristics.
3. Critiques on the articles read from the National Education Association curriculum guidelines for multicultural education, NAEYC and Code of Ethical Conduct in Early Childhood Education.

Reading Assignments

1. Reading web-based articles from recommended websites (see textbook section)
2. Reading assignments from various magazines and periodicals (see textbook section)
3. Within the framework of diversity, students will reflect on their own experiences, and consider how he/she have approached or would approach the needs of children with diverse characteristics.

Other assignments (if applicable)

1. Students individually begin a journal of reflections, and record their thoughts and ideas as they explore the topics in the textbook utilized for this class (i.e., as an early childhood educator, what do I want for young children?; What do I need to know to support the needs of culturally diverse children and their families?).

Outside Assignments

Representative Outside Assignments

1. Students individually begin a journal of reflections, and record their thoughts and ideas as they explore the topics in the textbook utilized for this class (i.e., as an early childhood educator, what do I want for young children?; What do I need to know to support the needs of culturally diverse children and their families?).
2. Within the framework of diversity, students will reflect on their own experiences, and consider how he/she have approached or would approach the needs of children with diverse characteristics.
3. Critiques on the articles read from the National Education Association curriculum guidelines for multicultural education, NAEYC and Code of Ethical Conduct in Early Childhood Education.

Articulation

C-ID Descriptor Number

ECE 230

Status

Approved

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Other Resource Type

Description

Discuss videos observed in class such as: Culturally Responsive and Family Focused Training, Project Craft, Tools for Teaching Developmentally Appropriate Practice, Essential Connections, Diversity, Independence, and Individuality..

Resource Type

Other Resource Type

Description

Anti-Bias Education-For Young Children and Ourselves by Sparks Olsen, 3rd ed. (2012) NAEYC Publications.

Resource Type

Other Resource Type

DescriptionThe following websites: <http://www.naeyc.org/naeyc> <http://www.nea.org> <http://www.nclb.org>.**Resource Type**

Textbook

Classic Textbook

No

Description

de Melendez, Wilma., & Beck, Vesna (2019) Teaching Young Children in Multicultural Classrooms, Issues, Concepts, and Strategies. 5th., Edition. Boston, MA, By Cengage

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	Students may request in-person conferences in conjunction with the face to face portion of the hybrid class.
E-mail	Regular email correspondence and announcements.
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapters, research assignment, then respond to other students' post as well and Quizzes.
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures, videos and/or presentations. He/ she may also use pre-existing video(s) or other digital materials.

Synchronous Dialog (e.g., online chat)	Instructor may choose to provide online chat room conference times, Zoom meetings and PowerPoint lecture slides.
Video Conferencing	Instructor may choose to provide online video conference times.
Telephone	Instructor may choose to provide telephone conference times.
Hybrid (51%–99% online) Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	Students may request in-person conferences in conjunction with the face to face portion of the hybrid class.
E-mail	Regular email correspondence and announcements.
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapters, research assignment, then respond to other students' post as well and Quizzes.
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures, videos and/or presentations. He/she may also use pre-existing video(s) or other digital materials.
Synchronous Dialog (e.g., online chat)	Instructor may choose to provide online chat room conference times, Zoom meetings and PowerPoint lecture slides.
Video Conferencing	Instructor may choose to provide online video conference times
Telephone	Instructor may choose to provide telephone conference times.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Regular email correspondence and announcements.
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapters, research assignment, then respond to other students' posts as well and Quizzes.
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures, videos and/or presentations. He/she may also use pre-existing video(s) or other digital materials.
Synchronous Dialog (e.g., online chat)	Instructor may choose to provide online chat room conference times, Zoom meetings and PowerPoint lecture slides.
Video Conferencing	Instructor may choose to provide online video conference times
Telephone	Instructor may choose to provide telephone conference times.
Examinations	
Hybrid (1%–50% online) Modality	
Online	
On campus	
Hybrid (51%–99% online) Modality	
Online	
On campus	

Primary Minimum Qualification

CHILD DEV/ECE

Additional Minimum Qualifications**Minimum Qualifications**

Early Childhood Education

Review and Approval Dates**Department Chair**

09/03/2020

Dean

09/03/2020

Technical Review

09/23/2020

Curriculum Committee

09/23/2020

Curriculum Committee

11/25/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000556726

DOE/accreditation approval date

MM/DD/YYYY