

Child Development 42 –TEACHING IN A DIVERSE SOCIETY - Section # 0178

Spring 2014

Tuesday - 8:50 am - 12:00 pm

Instructor's Name: Lilamani de Silva  
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Office Location: Center for Child Development Studies – Office 212

Office Hours: Monday - 11:00 am - 12:00 pm & 3:20 pm - 4:20 pm  
Wednesday – 2:00 pm-4:00 pm & 6:00 pm – 7:00 pm  
Thursday 3:20 pm - 3:55 pm  
and by appointment

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.

COURSE OBJECTIVE:

1. Examine the history and current issues of diverse ethnic, cultural and or racial groups.
2. Distinguish the nature and processes of systematic and internalized privilege and oppression and their impacts on children's identity development and learning.
3. Analyze the overt and covert ways in which stereotype, isms, bias, prejudice, fear and hatred are learned.
4. Differentiate the unique and overlapping issues in racism, sexism, classism, heterosexism, ageism, and ethnocentrism as they relate to children and to early childhood settings.
5. Describe and evaluate conflict resolution strategies that aid in resisting stereotyping and bias to foster understanding across differences.
6. Examine the vision, goals, principles, teacher's role and importance of an anti-bias education.
7. Create an anti-bias learning community that truly nurtures and supports all children that includes relationships and interactions with children and their families; the visual and material environment and the daily curriculum.
8. Design a culturally consistent and respectful Early Childhood Program.
9. Plan activities for children to learn about physical differences & similarities and gender behavior and attitudes.
10. Construct effective strategies to support low-income families and all family structures.
11. Plan lessons to teach children about abilities and disabilities.
12. Compose guidelines for planning holiday activities equitably respect everyone's traditions.
13. Distinguish and compare a variety of curriculum strategies that foster an anti-bias education.
14. Select and categorize anti-bias curriculum for Infants & Toddlers, Preschoolers, and Schoolage children.

REQUIRED TEXTS AND MATERIALS:

1. Derman-Sparks,& Olsen-Edwards. Anti-Bias Education for Young Children and Ourselves. Washington, D.C., National Association for the Education of Young Children, 2010
2. De Silva, Lilamani. A Collection of Handouts. Fall 2013
3. Syllabus: Please download syllabus at [www.lamission.edu](http://www.lamission.edu), click on Directory link and for the Instructor's last name (de Silva). Click on CD 1 syllabus, print and bring to class.

"Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it's the only thing that ever has." (Mead)

Student Learning Outcomes	College GE SLO	Assessment Method
1. Students will analyze the history and current issues of the diverse world in which children live.	Global awareness – 7	1. Book report – oral & written
2. Student's will plan and implement an activity for young children with the content focus of equity and diversity.	Written and oral communication – 1 Aesthetic Responsiveness – 5	2. Lesson Planning and Implementation 3. Designing environment
3. Students will design an anti-bias classroom environment to foster understanding across differences.	Written and oral communication -1	

### REQUIRED ASSIGNMENTS:

All assignments must be typed. The Five assignments are as follows:

#### 1 One Book Report on outside reading - (100 points)

- Books may be novels, biographies, other literary works that relate to history, traditions, or cultural issues, immigrant experiences, bicultural experiences and etc. They may also be books written by authors from a cultural group. They should not be encyclopedias or textbooks.
- The book report should be approximately three pages in length, with approximately one page for each of the following sections:
  1. a brief summary of the book
  2. what you learned through reading the book
  3. how you can use the knowledge you gained from the reading the book to the education of young children.

#### 2 Attend an Event/Place - (50 points)

- Experience an event or place you have not been. Examples: Museum of Tolerance, Buddhist, Hindu, Jewish, Muslim temple, Cultural festival, Gay Parade, Wedding or Funeral of a different culture, Seniors event, Shelter for the Homeless and etc.
- A two page written report must be submitted describing the event and your reactions.

#### 3 Take Home Exam - (100 Points)

#### 4 Individual Final Project - (100 Points)

- This project could be a culmination of your class experience, a passion, an observed need, a question, etc., that deals with an aspect/topic of anti-biased education. Be Creative!!!!
- The content possibilities are endless but here are some basic things that your project should include:
  1. A key topic
  2. Why this interests you
  3. Issues in the topic
  4. Activities, method, procedures
  5. Findings
  6. Conclusion/Advocacy
- Projects will be presented to the class (5 minutes) along with a one-page summary for the entire class member.
- A written paper of a minimum of 4 pages should be turned in to me.

"We must not, in trying to think about how we can make a big difference we can make which, over time, add up to big differences that we often cannot foresee." (Edelman)

## 5 Collaborative Project ( Groups will be assigned by the Instructor)- (100 points)

Active Group Participation is required. If a group member is not participating she/he may not get the same grade. Turn in a summary of how each group member participated in this collaborative project along with your paper. The process of doing this project is of great value in learning.

- Each class member will work with a small group of 3 to 4 students, to develop an Anti-Bias Curriculum using the Wheel Method of Curriculum Plan.
- You will pick a topic in class, and work together on the comprehensive curriculum plan.
- This will be presented to the class along with a one-page summary for the entire class members.
- As a group you will turn in the comprehensive written curriculum a minimum of 4 pages.
- Each group member will get the same grade for this project. If any group member has not contributed to the process of planning this project, he/she will not get the same grade.
- It is very important to be a team player by cooperating, giving each member a turn to contribute and having equal responsibility. Please turn in a summary to me how each member contributed to the group process.

## 6 Self Evaluation

- The quality and level of your involvement in class discussions, tasks, reading and writings.
- What risks did you take? Decide not to take?
- What events were most helpful? Least helpful?
- How effectively have you been taught?
- Any other things - issues?

## 8. Active Small and large group participation

- Risking involves trust, of yourself and others. Risking also implies that the outcome is unpredictable. Be open to the elements of risk, trust building processes and growth.
- The course content will often be controversial and/or objectionable for you. Some of our "cherished" views and practices may be critically scrutinized and/or challenged. Be open to being open!
- All of us are at different developmental stages in our understanding and activity concerning oppression. We need to be cautious as to how we help others experience movement. This is a course where everyone needs to feel safe, even when challenged. Regardless of our awareness level, none of us have arrived!
- Safety is not the same thing as being comfortable.

## 9. Participation – (50 points)

- Participation is mandatory.
- Class participation is very important and will influence your grade.
- Active Small and Large group participation is also very important and will influence your grade.
- It is your responsibility to drop a class, if you are no longer attending the class.
- Get the name, telephone number, e-mail address of one of the student's to get an update of what you have missed, in case you have to miss a class due to unavoidable circumstances.
- If you cannot attend class for any reason, it is important that you notify me in advance.

## 10. Assignments turned in late

- Occasionally something occurs that prevents an assignment from being submitted on time.
- If this has been discussed in advance, there is no penalty.
- However if work is submitted late without a previous agreement with me, your grade for that assignment will be lowered.
- If an assignment is not submitted at all, your final grade will be lowered by a full letter grade.

## EVALUATION:

There are five (5) pieces of work to submit in this class. Each of which will carry the same weight in terms of grading. Each assignment will be given a letter grade (e.g. A, B, C, D or F), which will then be recorded in order to determine your final grade for the class. The letter grades mean the following:

A - 450-500

- B - 400-449
- C - 350-399
- D - 300-349
- F - below 299

Incomplete Grade

Incomplete grades will be issued at the end of the semester for those students who encounter a personal emergency, family crisis, illness, and other special circumstance. Also the students must at least have completed 75% of class. Incomplete work needs to be turned in before one year. If not turned in within one year a grade will be given for that class.

STUDENTS WITH SPECIAL NEEDS:

If you have any health impairments that require medication, or any other disability that might affect your performance in class, and would like your teacher to make special accommodations, please call our campus Special Services, at 818-833.3313 as soon as possible. They will help you arrange special accommodations for your classes.

ELECTRONIC DEVICES:

- Please be courteous and turn your cell phone on to a silent mode.
- Please do not text, go online and chat using your phone or lap top during class.
- Please do not tape any class discussions, lectures or any part of the class.

THREE ATTEMPT LIMIT:

A new state policy in effect as of 2012 limits students to (3) three attempts per course. Receiving a grade or a “W” for a course counts as an attempt, regardless of when the course was taken. Withdrawal by the deadline to avoid a “W” will not count as an attempt. For the Spring 2014, the deadline to avoid a “W” is May 11<sup>th</sup> (By Internet only).

Statement for Plagiarism and Student Conduct - Academic Dishonesty – Board Rule 9803.28

Plagiarism is the use of others’ words and/or ideas without clearly acknowledging their source. When you incorporate those words and ideas into your own work, you must give credit where credit is due. Plagiarism, intentional or unintentional, is considered cheating on assignments (e.g., copying or giving answers, using “crib” sheets, etc.) will (1) receive a zero (fail) on the assignment, and (2) be referred to the Vice President of Student Services for further disciplinary action, following due process. For further information on plagiarism go to the Writing Center website and refer to the STANDARDS OF STUDENT CONDUCT AND DISCIPLINARY ACTION in the Current Schedule of Classes and the Catalog.

TEACHING STYLE:

“All genuine learning is active, not passive. It is a process of discovery in which the student is the main agent, not the teacher.” (Adler, 1982)  
 “One must learn by doing the thing, for though you think you know it-you have no certainty until you try.” (Sophocles, 5<sup>th</sup> c. B.C.)

Please Note:

The course outline is a guide for the quarter and may be modified/revised to enhance learning outcomes or by events outside the control of the instructor.

Important Deadline Dates:

- ADD Dates – Deadline to add online.....February 9
- ADD Dates – Deadline to add full term classes in person.....February 21
- DROP Dates – Drop classes without incurring fees or with a refund (By Internet Only).....February 23
- Drop classes without receiving a “W” .....February 23
- Drop classes with a “W” (letter grade is required from this day forward)(By Internet Only).....May 11

If you stop attending a class (or wish to drop a class) YOU MUST DROP THE CLASS YOURSELF-OFFICIALLY – on or before May 11<sup>TH</sup> 2014, through the Internet or in person in the Office of Admissions & Records. Failure to do so may result in a grade of “F” in that class.

Registration Information – Website – [www.laccd.edu](http://www.laccd.edu) (Student Information System)

Child Development 42 - Section # 0178Class Schedule – Spring 2014

Tuesday 8:50 am - 12:00 pm

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
1. February 11	Introduction Small Group Work – Reflection and discussion on your own values	Read Handout on History
2. February 18	The Historical Context Key Terms	Read Chapters 1 & 2
3. February 25	What is Anti-Bias Education? Children's Identity Development	Read Book for report
4. March 4	<u>Book Report Due - Sharing in class</u>	Read Book for report
5. March 11	Becoming an Anti-Bias Teacher: A Developmental Journey	Read Chapters 3 & 4
6. March 18	Creating an Anti-Bias Learning Community	Read Chapter 5
7. March 25	<u>Report on an Event/Place Due - Sharing in class</u>	
8. April 1	Learning about Culture, Language, & Fairness Learning About Culture, Language, & Fairness Learning About Racial Identity & Fairness	Read Chapter 6 & 7 Read Chapter 8 & 9
9. April 8	Spring Break – College Closed – No Class	Complete Exam
10. April 15	Hands on Activities Storytelling with "Persona Dolls" <u>Take Home Exam – Due</u>	Personal Doll/Story
11. April 22	Learning About Economic Class & Fairness Learning About Family Structures & Fairness	Read Chapters 10 & 11
12. April 29	Learning About Different Abilities & Fairness Learning About Holidays & Fairness	Individual Project
13. May 6	<u>Individual Project - Presentations in class</u>	Collaborative Project
14. May 13	Personal Doll Presentations	
15. May 20	<u>Collaborative Project - Presentations in class</u>	
16. May 27	No Class – Non-Instruction Day	
17. June 3	Final Exam – 10:00 am-12:00 pm	

"It is only when people bring their differences together that we can weave an unique and beautiful world."

Individual Final Project Grading

Topic/Activity with an aspect of Anti-bias education	_____ /15
Goals-Issues in the topic relates to children/families in U.S.	_____ /20
Method-Concrete hands-on activities that the children can do	_____ /20
Originality/Creativity	_____ /10
Organization/Neatness	_____ /5
Bibliography/Resources	_____ /5
One-page summary for class members'	_____ /10
In Class Presentation	_____ /15
Total	_____ /100

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Collaborative Project Grading

Active group participation	_____ /10
One-page summary for class members'	_____ /5
In Class Presentation	_____ /10
Self-awareness	_____ /5
Values	_____ /5
Research	_____ /15
Goals	_____ /15
Method	_____ /15
Evaluation	_____ /5
Organization/Neatness	_____ /5
Bibliography	_____ /5
Interview	_____ /5
Total	_____ /100

Child Development 42 – Section # 0178

Assignment Check List

Spring 2014

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Name: \_\_\_\_\_

Final Grade: \_\_\_\_\_

1.	_____ March 4	Book Report	_____/100
2.	_____ March 25	Report on an Event/Place	_____/50
3.	_____ April 15	Take Home Exam	_____/100
4.	_____ May 6	Individual Project	_____/100
5.	_____ May 13	Collaborative Project Due	_____/100
6.	_____ May 20	Participation	_____/50
7.	_____ May 20	Extra Credit	_____/
		Total Points	_____

- A – 450-500
- B - 400-449
- C - 350-399
- D - 300-349
- F - below 299

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Child Development Web Site: [www.lamission.edu/childdevelopment](http://www.lamission.edu/childdevelopment)

If you have any questions, concerns or did not understand any contents of the material please make an appointment to meet with me. I can give you my full attention when I can set aside time to meet with you. Please feel free to call and e-mail me.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: Day: \_\_\_\_\_ Evening: \_\_\_\_\_

E-mail: \_\_\_\_\_ Major: \_\_\_\_\_

Reason taking this class: \_\_\_\_\_

How many units enrolled this semester: \_\_\_\_\_

Name the classes' enrolled: \_\_\_\_\_

\_\_\_\_\_

How many Child Development classes previously taken: \_\_\_\_\_

Name the Child Development classes' taken: \_\_\_\_\_

How many hours do you work? \_\_\_\_\_

Occupation: \_\_\_\_\_

What is your first language? \_\_\_\_\_

Languages spoken: \_\_\_\_\_

Do you have any Special Needs? \_\_\_\_\_

Any other information you would like to share: \_\_\_\_\_

\_\_\_\_\_