Los Angeles Mission College

Child Development 42 – TEACHING IN A DIVERSE SCOCIETY - Section # 3090

Fall 2012

Monday 3:30 pm - 6:40 pm

Instructor's Name: Lilamani de Silva

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Office Location: Center for Child Development Studies – Office 212

Office Hours: Monday - 2:30 pm - 3:30 pm & 6:40 pm - 7:40 pm

Wednesday - 6:40 pm - 7:40 pm

Thursday - 3:00 pm - 4:00 pm & 6:05 pm -7:40 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. <u>Anti-Bias Education for Young Children and Ourselves.</u> Washington, D.C., National Association for the Education of Young Children, 2010
- 2. De Silva, Lilamani. A Collection of Handouts. Fall 2012

Recommended Text:

1. York, Stacey. Roots and Wings: Affirming Culture in Early Childhood Programs. Minnesota, Redleaf Press, 2006

"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 Written and oral	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.	communication – 1 Aesthetic Responsiveness – 5	 3. 	Lesson Planning and Implementation 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 or hand written in ink on one side of the paper only.

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 <u>Individual Final Project - (100 Points)</u>

- 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.

[&]quot;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)- (200 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 550-600
- B 500-449
- C 450-499
- D 400-449
- F below 399

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.

<u>CELL PHONES:</u> Please be courteous and turn your cell phone on to a silent mode.

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, 5th 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 full term classes	September 7 th
DROP Dates – Drop classes without incurring fees or with a refund	
Drop classes without receiving a "W"	
Drop classes with a "W" (letter grade is required from this day forward)	•

If you stop attending a class (or wish to drop a class) YOU MUST DROP THE CLASS YOURSELF-OFFICIALLY – on or before November 16th, 2012, 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 (Student Information System)

**********Important*******

- The most important measure of your progress is your own growth, understanding and development throughout this class.
 - Get acquainted with other members of the class and let them become part of your learning process.
- Contribute to the learning process of others. No one else has your exact experiences and perspectives! ALL OF US HAVE
 A DEPOSIT TO OFFER.
 - Be involved and contribute to the cohesiveness, creativity, content, and community of our class.
- Vary your participation. Do we need a talker, listener, creator, mediator, challenger, jester, etc.? Look for opportunities to take on new roles.
 - Please be aware that all of us are at different developmental stages in our understanding.

"We're all ignorant...just on different subjects." (Mark Twain)

Child Development 42 - Section # 3090 Class Schedule - Fall 2012 Monday 3:30 pm - 6:40 pm

	<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
1.	August 27	Introduction Small Group Work – Reflection and discussion on your own values	Read Handout on History
2.	September 3	No Class - College Closed – Labor Day	
3.	September 10	The Historical Context Key Terms	Read Chapters 1 & 2
4.	September 17	What is Anti-Bias Education? Children's Identity Development	Read Book for report
5.	September 24	Book Report Due - Sharing in class	Read Chapters 3 & 4
6.	October 1	Becoming an Anti-Bias Teacher: A Developmental Journey Creating an Anti-Bias Learning Community	Read Chapter 5
7.	October 8	Report on an Event/Place Due - Sharing in class	Read Chapter 6 & 7
8.	October 15	Learning About Culture, Language, & Fairness Learning About Racial Identity & Fairness	Read Chapter 8 & 9
9.	October 22	Learning About Economic Class & Fairness Learning About Family Structures & Fairness	Read Chapters 10 & 11
10	. October 29	Learning About Different Abilities & Fairness Learning About Holidays & Fairness <u>Take Home Exam – Due</u>	Complete Exam
11	. November 5	Hands on Activities Storytelling with "Persona Dolls"	Personal Doll/Story
12	November 12	No Class - College Closed – Veteran's Day	Individual Project
13	November 19	Individual Project - Presentations in class	Collaborative Project
14	November 26	Collaborative Project - Presentations in class	
15	. December 3	Final Review – Group Work	
16	. December 10	Final Exam	

[&]quot;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 edu	/15		
Goals-Issues in the topic relates to children/fa	/20		
Method-Concrete hands-on activities that the	/20		
Parent Involvement/Advocacy		/15	
Originality/Creativity		/10	
Organization/Neatness		/5	
Bibliography/Resources		/5	
One-page summary for class members'		/10	
Total		/100	
	Collaborative Proje	ct Grading	
Active group participation	/30		
One-page summary for class members'	/10		
Self-awareness	/10		
Values	/10		
Research	/30		
Goals	/30		
Method	/30		
Evaluation	/10		
Organization/Neatness	/10		
Bibliography	/10		
Interview	/20		
Total	/200		

Child Development 42 Assignment Check List Fall 2012

Monday 3:30 pm – 6:40 pm

Name:		_	Final Grade:
1	September 24	Book Report	/100
2.	October 8	Report on an Event/Place	/50
3.	October 29	Take Home Exam	/100
4	November 19	Individual Project	/100
5	November 26	Collaborative Project Due	/200
6	December 10	Participation	/50
7	December 3	Extra Credit	/
A – 550-600 B - 500-549 C - 450-499 D - 400-449 F - below 399		Total Points	

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Chid Development Web Site: 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.

Developing an Anti-Bias Curriculum on

Wheel Method of Curriculum Planning

6 **EVALUATION** Did it work?

- What did you observe?
- What else would you do
- Were all your goals met?

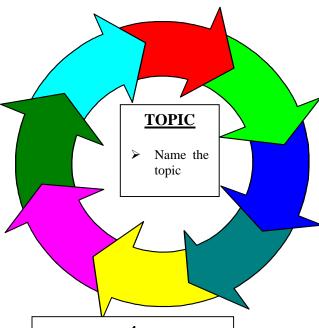
5 **METHOD**

- What are the activities you are going to do with the children
- List all the things you need.
- Parent involvement
- Advocacy
- Describe in detail

1 **SELF-AWARENESS**

What do we already know about?

- History
- Experience
- Influences
- Omissions



VALUES

- What are our conscious beliefs?
- What have we held on to?
- Check-in on our value system.

RESEARCH

- How do you know it is accurate, it is respected?
- Going to communities that people live in.

GOALS

- What do you want the child to get out of it?
- You want them to get something that will enrich their lives.

Child Development 42- Section #3090 Fall 2012

Name:				
Address:				
Telephone: Day:	Evening:			
E-mail:	Major:			
Reason taking this class:				
How many units enrolled this semeste	er:			
Name the classes' enrolled:				
	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:				