Los Angeles Mission College – Spring 2013
Child Development 42 – The Child in a Diverse Society
Section # 3187 – Thursday's 6:50pm-10:00pm
Taught Bilingually - English & Spanish

Instructor: Ms. Patricia Rodriguez
Contact information: rodrigps@lamission.edu
818-364-7670

VISITING HOURS: I am available to meet with students the following hours:
Monday, & Wednesday: 2:00-3:00pm
Tuesday: 3:00-6:35pm
Los Angeles Mission College Center for Child Development Studies Office #210

REQUIRED TEXT:
-Anti-Bias Education for Young Children and Ourselves- By Louis Derman Sparks & Olsen Edwards
-Roots and Wings- By Stacey York (Optional)

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:
As a result of completing this course students will have an understanding of, or be able to apply, the following principles and concepts.

1. Examines the history and current issues of diverse ethnic, cultural and or racial groups.

2. Distinguish the nature and processes of a 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, ableism, 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, teachers 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 that 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 school age children.

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

Assignments & Grading:
Detailed assignment information will be distributed in class during the course of the semester.

Attend an Event/Place: 50 points

Book Report: 50 points

Midterm Exam: 100 points

Individual Project: 100 points

Collaborative Project: 100 points

Extra Credit: Upon Instructors Discretion

Evaluation:
A- 350-400 points
B- 300-349 points
C- 250-299 points
D- 200-249 Points
F- Below 200 points

Attend an Event/Place	**____/50**
Book Report	**____/50**
Midterm Exam	**____/100**
Individual Project	**____/100**
Collaborative Project	**____/100**
Extra Credit	**____/**
Total Points Earned	**____/400**

Required Assignments:
Detailed assignment information will be distributed in class during the course of the semester.

-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
Choose a book to read. This may include a novel, biography or autobiography. Choose a book with a theme or topic related to the class. Write a four page essay on the theme of the book and why you chose this particular book to read for CD 42. Be prepared to share your thoughts and what you learned from reading this book with the class on the date the assignment is due.
Points are earned through reading the book, sharing the theme of the book with the class and submitting a well thought out book report.

-Midterm Exam: 100 Points
Take Home Midterm Exam. Answers should be well thought out and written in essay form. The more detailed your answers are, the more points you will earn. The take home midterm exam consists of four essay questions; each is worth twenty-five points. Exams should be submitted typed and printed in black ink.
Points are earned by submitting answers written in your own words; reflect you have a solid understanding of the class material as well as the ideas we have discussed in class.

-Individual Project: 100 Points
This is the culmination of your experience in this class. Choose a topic that really interests you. The topic should be related to the material we have covered in class. Visit local agencies or organizations that bring awareness to the community regarding this topic. What are they doing to improve community awareness? Why is the topic you chose important? Write a four page reflective essay and be prepared to discuss your findings with the class on the date the assignment is due.
Points are earned through choosing a topic related to the class, visiting local organizations to gather additional information to share with classmates as well as writing and submitting a well thought out reflective essay.

-Collaborative Project: 100 Points
Students will be assigned into small groups of four to five 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 a preschool age class environment to promote anti-bias education. Students are required to write a minimum four page informational paper on the activity they are presenting. 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.
Points are earned through collaborative group work, as well as careful attention to a developmentally appropriate anti-bias activity. Neatness and professionalism in the presentation are required elements.

Class Schedule

Date:	Topic:	Assignment:
2/07	Welcome & Introduction to the class –	Read Chapter 1: Anti Bias Education
2/14	What is Anti-Bias Education?	Read Ch 2: A-BE
2/21	Children's Identity and Development	Read Ch 3: A-BE
2/28	Becoming an Anti-Bias Teacher	Read Ch 4: A-BE
3/07	Creating an Anti-Bias Learning Environment **Attend an Event/Place Report Due**	Read Ch 5: A-BE
3/14	Learning about Culture, Language, & Fairness	Read Ch 6: A-BE
3/21	Learning about Racial Identity & Fairness **Book Report Due**	Read Ch 7: A-BE
3/28	Learning about Gender Identity & Fairness **Take Home Midterm Exam Due**	Read Ch 8: A-BE
4/04	Spring Break	Read Ch 9: A-BE
4/11	Learning About Family Structure & Fairness **Hands on Activity with "Persona Dolls"**	Read Ch 10: A-BE
4/18	Learning about Different Abilities & Fairness	Read Ch 11: A-BE
4/25	Learning about Holidays & Fairness	Read Ch 12: A-BE
5/02	**Individual Project – Presentations in Class**	Assigned Readings: R&W
5/09	I**n class prep time for Collaborative Project** Bring Collaborative Project materials to class	Assigned Readings: R&W
5/16	**Collaborative Project – Presentations in class**	Assigned Readings: R&W
5/23	Final Exit Ticket: Due in class	
5/30	Distribution of Final Grades	Congratulations! You did it!

The outline is a guide for the semester and may be revised to enhance Learning Outcomes or by events outside the control of the instructor.
Please help maintain our learning environment clean and organized. Make sure your work area is cleared after every class meeting. Thank you! Your efforts are greatly appreciated!

Attendance:
Attendance is extremely important in order to be successful in class.
Please make sure you arrive to class on time and stay until the end of class.
Return from Class Break on time.
No more than 3 absences allowed through the course of the semester.

Cell Phones and iPods:
Please be courteous to your instructor and fellow classmates:
Put your cell phone on silent mode while in class.
Text messaging & browsing the internet: please check and answer your messages during the break.
Use of iPods or MP3 players during class time is not appropriate.

Bringing a Guest to Class:
See the Instructor in advance if you would like to invite a guest or guest speaker to the class.
Please plan ahead for your childcare needs. Bringing children to class is not appropriate in a college class setting.

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. Special accommodations may be arranged but the instructor must be notified by the student in advance.

Office Hours:
I am available to meet with students
Monday's, & Wednesdays: 2:00-3:00pm
Tuesday's: 3:00-6:35pmOffice location: LAMC Center for Child Development Studies Office # 210
I look forward to your visit.

Emergencies:
If you cannot attend class due to a personal emergency, please call or email me as soon as possible.
Please note: It is the student's responsibility to stay up to date with class assignments.

Class Requirements:
Detailed Assignment information and guidelines will be given in class

-Submit all assignments in a neat and well organized manner.
-All assignments must be typed and printed in black ink.
-Please notify your instructor as soon as possible if you do not have access to a computer and printer.
-Having trouble with assignments? I can refer you to tutoring and advise you on study skills that will help you succeed in college.
-Class assignments are to be submitted in class on the due date.
-Late assignments are subject to a point deduction
- Emailing your assignment to the instructor as an attachment is not acceptable

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Please complete the information below. It will allow me to get to know you better.

Name: _____

Address: _____

_____

Cell Phone Number: _____

Email: _____

What would you like to study in college? : _____

Reason for taking this class: _____

How many units are you enrolled in this semester? _____

Name the classes you are enrolled in:

_____ _____

_____ _____

How many Child Development classes have you previously taken? _____

Do you work? If so, how many hours do you work per week? _____

Where do you work? _____

What's your first language? _____

Do you have any special needs? _____

Any other information you would like to share? _____

I look forward to having you in my class.