

Child Development 68

General Information

Class Title	Teaching in a Diverse Society, Course #CD68, 4 units
Instructor	Fatemeh Zarghami, M. A.
Class	Monday & Wednesday, 6:30- 8:20,p.m. Fall 2022
Location	Online, Zoom Class, synchronous course
Contact Info.:	E-mail: < zarghamifatemeh@fhda.edu>
Office Hours	Monday, 6:00-6:30pm. By Appointment

Course Description

Examination of 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 includes self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling. (This course meets NAEYC Standards 1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 5b, 5c; NBPTS Standards II, VII; CEC/DEC Standards CC2-K3, CC2-K4, EC2-K4, CC3-K3, CC3-K4, CC5-K9, CC5-K10, CC6-K1, CC6-K2, CC6-K3, CC9-K1, CC9-S6, CC10-S3.)

Requisites: Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

REQUIRED TEXT:

- Derman-Sparks, L. & Olsen Edwards, J. Anti-bias Education for Young Children and Ourselves.(first edition) Washington, D. C.: National Association for the Education of Young Children, 2010.

NAEYC STANDARDS met by CD 68:

- Standard 1:** Promoting Child Development and Learning – 1a, 1b.
- Standard 2:** Building Family and Community Relationships – 2b, 2c.
- Standard 4:** Teaching and Learning – 4b, 4c, 4d.
- Standard 5:** Using content knowledge to build meaningful Curriculum-5e
- Standard 6:** Becoming a Professional – 6d, 6e.

Student Learning Outcomes

1. Examine the development of social identities in diverse societies, comparing oppression and privilege as they apply to young children, families, and child care programs.
2. Analyze various anti-bias strategies that explore culture, language and gender that support children and families in a diverse society.
3. Evaluate the impact of social identities and personal experiences on teaching effectiveness.

Method of Presentation ^[L]_[SEP]

- a. Lecture and visual aids ^[L]_[SEP]
- b. Discussion of assigned reading ^[L]_[SEP]
- c. Discussion and problem solving performed in class ^[L]_[SEP]
- d. Collaborative learning and small group exercises ^[L]_[SEP]
- e. Collaborative projects ^[L]_[SEP]

EXPECTED OUTCOMES FOR STUDENTS:

Upon completion the student will:

1. Recognize the nature and structure of systemic and internalized privilege/oppression and the impact this has on children's identity.
2. Analyze the teacher's role and responsibility for creating classrooms for young children that encourage positive self-identity, comfort with diversity, resistance to injustice and advocacy for a just world for every child.
3. Define and exam issues of cultural identity including all of the factors that are part of our experience and history to better understand ourselves as members of groups, as unique individuals and as teachers.
4. Identify and plan classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate for each child.
5. Examine the process of how children develop social and racial identities and the impact that overt and covert prejudice has on this development.
6. Describe a variety of strategies for creating trusting relationships with parents that build partnerships to challenge bias and prejudice in the lives of their children.
7. Evaluate classroom environments, materials and approaches to determine if they are inclusive, responsive to cultural and linguistic differences and are developmentally appropriate for each child.

Attendance

Student is expected to maintain regular and prompt attendance, being three time tardy and/ or leaving early is considered as an absent.

Assignments

1. Cultural Biography – 30 points
2. Ethnic Interview– 30 points
3. Journal Assignments - 50 points
4. Book Assignments-50points
5. Ecological Model Poster-20 points
6. Midterm Exam - 60 points
7. Final Presentation- 60 points

For a total of 300 points

Grading

Based on attendance, participation, performance on observations and exams. 300 - 270 = A, 269 - 240 = B, 239 - 210 = C, 209 - 180 = D, 179 and below = F

- All assignments will be typed (10 or 12 pt. Font)
 - Margins should be 3/4 to 1 inch on sides, top, and bottom
 - 1.5 line spacing, about 2 pages in length
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- Late assignments will have 5 or 10 points deducted.

Makeup or Late Assignments

- Consent of instructor PRIOR to the test or due date.
- Late assignments will have 5 or 10 points deducted.

Rewrites

Instructor permission required to rewrite observation or interview assignments. You have 1 week to rewrite the paper.

Services for Disabled students

Services are available on campus. For information call 864-8753

Disruptions

Any student disrupting class may be asked to leave.

Academic Integrity

Plagiarism is the steal of or pass on the ideas or words of another as one's own and includes the use without crediting the source. It will not be tolerated.

Student Success:

College Support and Canvas Support are available to help students at all levels to become better learners and gain confidence and skills to achieve their greatest possible academic success.

Use the free online tutoring available to all De Anza students. Just login to [MyPortal](#), go to the Students tab, and find the Smarthinking link. For more information, go to deanza.edu/studentsuccess/onlinetutoring/

Dropping the course is the responsibility of the students

Syllabus Disclaimer Statement: The instructor may make changes to the syllabus during the Quarter. It is the student's responsibility to stay informed of these changes. Students may contact the instructor during office hours and before/after class, time permitting. Students may also wish to have a study partner whom they can contact if they miss class.

Psychological Services: Services are available to help students, especially during the COVID-19 pandemic. Many problems of everyday living can be resolved through talking with friends, family or someone we trust. However, there are times when seeking assistance outside one's familiar environment can be helpful. Psychological Services is offering free Zoom appointments to all registered De Anza students. Typically, students are offered 10 free sessions throughout their enrollment at De Anza. However, due to the increased stress during the COVID-19 pandemic, the department's goal is to offer students **additional counseling** sessions, subject to availability. They offer individual (1-on-1) therapy, as well as group therapy. Their department is open M-Th: 8:30-5 and F: 8:30-2. For information on how to make an appointment, please visit the Psychological Services webpages at:

<https://www.deanza.edu/psychologicalservices/index.html>

Readings and Assignments

CD 68

Fall 2022

- September 26&28 Introduction to class. Overview of course requirements.
State competencies for teacher's performance in, culture, Equity, Diversity
Guidelines for building a community of trust. What does anti-bias means
And why it is important. Guidelines for building a community of trust
- October 3&5 Read Chapter 1: What is Anti-Bias Education
- October 10&12 Read Chapter 2; Children's Identity Development
Assignment Due: Ecological Poster
- October 17&19 Read Chapter 3: Becoming Anti-Bias Teacher
Assignment Due: Journal 1
- October 24&26 Read Chapter 4: Creating an Anti-Bias Learning Community
Assignment Due: Book Assignment 1, and Cultural Biography
- Oct.31&Nov.2 Read chapter 5: Learning about Culture, Language, & Fairness
Assignment Due: Journal 2 & Book Assignment 2
- November 7&9 Read Chapter 6: Learning about Racial Identity & Fairness
Assignment Due: Midterm (chapters 1-5)
- November 14&16 Read Chapter 7: Learning about Gender Identity & Fairness
Assignment Due: Ethnic Interview and Journal 3 & Book Assignment 3
- November 21&23 Read Chapters 8&9: Learning about Economic Class & Family Structure
& Fairness
Assignment Due: Journal 4 & Book Assignment 4

November 28&30 Read Chapter 10: Learning about Different Abilities and Fairness
Assignment Due: Journal 5&Book Assignment 5

December 5&7 Chapter 11: Learning about Holidays and Fairness

December 14 **Final Good Luck**