**Division:** Behavioral & Social Science  
**Course Name:** Child Development 42 - Teaching in a Diversity Society  
**Section:** #3554  /  **Semester:** Spring 2017

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**Content Facilitator Info**  
**Facilitator:** Dolores Gallegos, Ed.D  
**Email:** gallegD@wlac.edu  
**Ph:** 310-287-4446  
**Office:** GC 180C

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**Grading Information**

(1) Participation 130  
(2) 1st Assessment 25  
(3) Midterm 25  
(4) Final Assessment 50  
(5) Multicultural Book 50  
(6) Persona Doll 100  
(7) Attend an event 70  
(8) Group Presentation 50

**TOTAL POSSIBLE POINTS 500**

**Grading Scale**

A: 500-450  
B: 449-400  
C: 399-350  
D: 349-300  
F: 299-0

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**WEBSITE to KNOW**

[www.wlacgallegos.com](http://www.wlacgallegos.com)  
This website contains all notes, assignments, and Power Points. **DO NOT** ask/email instructor what was missed when you are absent. Refer to website or classmates.

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**Classroom Expectations**

#1 Be Prompt.
#2 Be Prepared.
#3 Be Positive.
#4 Be Productive.

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**Class Meetings**

Wednesdays  
6:45-9:55pm  
GC 110

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**REQUIRED SUPPLIES**

Leading Anti-Bias Early Childhood Programs  
(Sparks, LeeKeenan, & Nimmo, 2015)

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**Institutional Student Learning Outcomes**

A. Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.  
G. Cultural Diversity: Respectfully engage with other cultures in an effort to understand them.

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**Child Development Student Learning Outcomes**

The student will develop a knowledge base on which they will create and implement the theories and practices of age and content appropriate anti-bias and culturally infused curriculum in an Early Childhood program.

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**Course Description**

This course is an 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.
Welcome

This semester, you will work to develop your understanding of the basic understanding of Child Development. You will also learn and practice the importance of best practices for early educational setting. The goal is for you to have a better understanding of how children develop through different stages, the theorist that have been contributors to the field and especially how adults need to respect a child’s growth. The skills you learn here will help you succeed both in and out of class. However, your education is ultimately YOUR responsibility. YOU determine your level of success. Successful college students are self-motivated. Successful college students understand the importance of studying the material, coming to class prepared and practicing skills learned. YOU CAN DO IT and I’m here to help. 😊

College Policies:

Academic Integrity (Plagiarism)
In accordance with code 9803.28, academic dishonesty is prohibited and will not be tolerated in this class. Violations of academic integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one’s identity for the purpose of enhancing one’s grade. Academic dishonesty of any type, such as cheating or knowingly furnishing false information, by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation.
  o Plagiarism will result in a zero for the assignment, possible dismissal from the class and disciplinary action from the college. You will not receive credit for any essay missing previous drafts, citations and/or a Works Cited page.

Student Conduct
According to code 9803.15, disruption of classes or college activities is prohibited and will not be tolerated. Refer to the catalog and the Standards of Student Conduct in the Schedule of Classes for more information. You will be escorted out by the Sheriff if you do not leave by your own occur once the Professor has asked for your dismissal from class.

Recording Devices/Cell Phones/Laptops
State law in California prohibits the use of any electronic listening or recording device in a classroom without prior consent of the instructor and college administration. Any student who needs to use electronic aids must secure the consent of the instructor. If the instructor agrees to the request, a notice of consent must be forwarded to the Vice President of Academic Affairs for approval (WLAC College Catalog). The use of cellphone and/or laptops become too distracting to the class, a verbal warning will be issued; after the second warning, the instructor will then deduct 20 points from participation points for each verbal warning issued.

Campus Resources

Office of Disabled Student Programs and Services (DSP&S)
Student Services Building (SSB) 320 | (310) 287-4450.
West Los Angeles College recognizes and welcomes its responsibility to provide an equal educational opportunity to all disabled individuals. The Office of Disabled Students Programs and Services (DSP&S) has been established to provide support services for all verified disabled students pursuing a college education. DSP&S students may qualify for: priority registration, registration assistance, special parking permits, sign language interpreters and assistive technology (WLAC College Catalog).

Instructional Support (Tutoring) & Learning Skills Center
Heldman Learning Resources Center (HLRC) | (310) 287-4486
Improve your reading, language, vocabulary, spelling, math fundamentals and chemistry knowledge with convenient, self-paced computer-aided courses in the Learning Skills Center. Increase your knowledge and learning success: sign up for tutoring in various college subjects (WLAC College Catalog).
Campus Resources (cont.)

Library Services
Heldman Learning Resources Center (HLRC) | (310) 287-4269 & (310) 287-4486
The WLAC Library provides instruction on how to use the online catalog, periodical and research databases. In addition to a large collection of books, periodicals and videos the WLAC Library has course textbooks which students may use while in the Library. Web access is available in LIRL as well as meeting rooms. The upper floors provide a beautiful view ideal for study (WLAC College Catalog).

Required Assignments

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

1. **1st Assessment (25 points)** - Will be cover chapters 1-4 bring a scantron form No. 882-E to do your exam.

2. **Midterm Exam - (25 points)** – Chapters 5-7. Please bring a scantron Form No. 882-E to do your exam.

3. **Final Exam - (50 points)** – All Chapters 1-10. Please bring a scantron Form No. 882-E to do your exam.

4. **Multicultural Book (50 points)** Research for books that demonstrate topics that will demonstrate diversity, multicultural concepts, and anti-bias concepts that will support your curriculum. Pick one that you will write about and read to the class. The format will be provided for you.

5. **Persona Doll (100 points)**- Each student must create their own doll that represents a student that is different from the class community they will be introduced to. This is a handmade doll. The student must write a story about the persona doll in which the student will share the story to the class and submit story to the instructor.

6. **Attend an Event (100 points)**- You are required to attend an event or place that celebrates diversity. Write a minimum of two-page reflective essay on your experience visiting the place or event. Points are earned through submitting pictures, ticket stub, and a well-thought out reflective essay.

7. **Group Project (Groups will be assigned by the Instructor through a raffle) - (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.***

Students will chose an anti-bias, developmentally appropriate activity to present to class. This should be a hands-on activity that can be done in a preschool age class environment to promote anti-bias education.

Assignments turned in late:

- Occasionally something occurs that prevents an assignment from being submitted on time, you are **allowed one late assignment**. It must be turned in by the next class meeting to receive full credit. Late assignments will be reduced by one letter grade after each class meeting. **DO NOT e-mail me your assignments.** They will not be accepted.
## Participation

**Participation: (130 Points)**
- Attendance is closely linked to your participation. If you are not present you will miss on the discussions and in-class assignments which will affect your grade.
- If you cannot attend class for any reason, it is important that you notify me in advance.
- **Coming to class late and leaving early will result in a minus of 2 points.** Each class meeting is worth 10 points each.
- Small and Large group participation is also very important and will influence your grade.
- Every class missed will result in a minus of **10 points**.
- It is your responsibility to drop a class, if you are no longer attending the class.
- Students with excessive absences or tardiness (3 weeks in a row) will be dropped from this class.
- Always get the name, telephone number; e-mail address of one of the student’s in this class to get an update of what you have missed, in case you have to miss a class due to unavoidable circumstances. **DO NOT EMAIL the instructor to ask what you missed in class. If this is done, 5 POINTS will be deducted from your participation points.**

## Emails

Please email the instructor if you want to schedule an appointment or have questions about an assignment. I will not accept email assignments or attachments of your assignments. All assignments will be typed and submitted in a hard copy to the instructor.

## Grading

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**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 at the time you stopped attending.  
If you stop attending a class (or wish to drop a class) **YOU MUST DROP THE CLASS YOURSELF-OFFICIALLY** – or you will be dropped by the instructor.

**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.
CD 42 Syllabus

***NOTE: This syllabus and class schedule is subject to change if circumstances warrant it (e.g. student performance, dates, etc.) EXPECT revisions and Divergences.***

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>February 8</td>
<td><strong>Introduction</strong>&lt;br&gt;<strong>Homework:</strong> Take online survey. Bring evidence to next class meeting <a href="http://www.laccd.edu/studentsurvey">www.laccd.edu/studentsurvey</a></td>
</tr>
<tr>
<td>2</td>
<td>February 15</td>
<td>CH. 1 Pursing the Anti-Bias Vision: The Conceptual Framework</td>
</tr>
<tr>
<td>3</td>
<td>February 22</td>
<td>Ch. 2 Best Practices of Early Childhood Program Leaders: The Foundation for Anti-Bias Leadership</td>
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<tr>
<td>4</td>
<td>March 1</td>
<td>Ch. 3 Reading the Program and Preparing for Anti-Bias Change</td>
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<tr>
<td>5</td>
<td>March 8</td>
<td>Ch. 4 Fostering Reflective Anti-Bias Educators</td>
</tr>
<tr>
<td>6</td>
<td>March 15</td>
<td>1st ASSESSMENT (Ch. 1-4)&lt;br&gt;Ch. 5 Engaging Families and Growing Anti-Bias Partnership</td>
</tr>
<tr>
<td>7</td>
<td>March 22</td>
<td>Ch. 6 Deepening and Sustaining Anti-Bias Awareness, Knowledge, and Skills</td>
</tr>
<tr>
<td>8</td>
<td>March 29</td>
<td>Ch. 7 Managing and Negotiating Disequilibrium and Conflict</td>
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<tr>
<td></td>
<td>April 5</td>
<td><strong>SPRING BREAK</strong></td>
</tr>
<tr>
<td>9</td>
<td>April 12</td>
<td>MIDTERM (Ch. 5-7)&lt;br&gt;Ch. 8 Documenting the Shift Toward Anti-Bias Change&lt;br&gt;<em>Meet with your group for presentation</em></td>
</tr>
<tr>
<td>10</td>
<td>April 19</td>
<td>Ch. 9 Anti-Bias Education in a Climate of Required Standards and Assessments&lt;br&gt;<em>Meet with your group for presentation</em></td>
</tr>
<tr>
<td>11</td>
<td>April 26</td>
<td>Ch. 10 Sustaining the Anti-Bias Vision: Reflections&lt;br&gt;<em>Meet with your group for presentation</em></td>
</tr>
<tr>
<td>12</td>
<td>May 3</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>13</td>
<td>May 10</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>14</td>
<td>May 17</td>
<td>Persona Doll Presentations</td>
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<tr>
<td>15</td>
<td>May 24</td>
<td>Read-Aloud Presentations (Multi-cultural Book Read-Aloud and paper Due)</td>
</tr>
<tr>
<td>16</td>
<td>May 31</td>
<td><strong>FINALS WEEK</strong>&lt;br&gt;Cumulative Test (ALL CHAPTERS)&lt;br&gt;ATTEND AN EVENT WRITE-UP DUE</td>
</tr>
</tbody>
</table>