This course will provide you with self-awareness and awareness of the many issues that children are experiencing on a daily basis. You will build an awareness of the various perspectives that may exist around a particular topic. This course will provide you with the knowledge that you will need to begin a journey toward building anti-bias ideas and practices in teaching and other services to children and their families. As well, you’ll begin to pick up skills for discussing diversity issues and develop classroom techniques that create an anti-bias curriculum and environment.

My purposes for teaching this course:

- to expand and nurture students’ knowledge about the diversity that is a part of today’s school and communities;
- to provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- to provide support to all students who represent national, state, and regional diversity;
- to facilitate thinking about ways in which diversity issues influence leadership and accomplished teaching.

**CLDDV 262: Course Description**

Recommended for success: Before enrolling in this course, students are strongly advised to complete ENGL 50. Examines the increasing diversity of society, educational environments, and the social interactions within the classroom setting. The theoretical framework of awareness, knowledge, and skill is used to investigate forms of discrimination that permeate educational practices and society, and how these processes impact the work with children and their families. Culturally relevant materials and anti-bias strategies needed to integrate multicultural goals into the learning environment and curriculum are explored.

Transfer: CSU. General Education: (MJC-GE: Area B), (CSU-GE: Area D7)
It is time for parents to teach young people early on that in diversity there is beauty and there is strength.” Maya Angelou

**CLDDV 262: Diversity in Educational Setting**  
**Syllabus**  

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Learning Outcome</th>
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<tbody>
<tr>
<td>A. An overview of common biases in the classroom</td>
<td>After lectures, guest speakers, readings and video viewings on the basis of stereotyping and biases and common stereotypes around diversity (i.e. Ethnicity and Race, Social Economic Status, Disability, Religion, Language and Dialect, Sexual Orientation, Gender, Communication Styles) and the Book Club Readings students will utilize their knowledge in discussion, vocabulary quiz, in curriculum planning, and in reflections.</td>
</tr>
<tr>
<td>B. Utilize the Multidimensional Model for Developing Cultural Competence to examine the various issues of diversity</td>
<td>Given lectures on the MMDC theory, readings, and video viewing students will discuss various scenarios commonly seen in the classroom and analyze them utilizing their new skills of awareness, knowledge, and skills as they relate to the individual, society, profession, and the classroom, complete a vocabulary quiz, and maintain a reflection journal.</td>
</tr>
<tr>
<td>C. Analysis of the classroom environment</td>
<td>After classroom observations, lectures, chapter readings, and video viewing students will discuss through discussion and diagram the design of a culturally inclusive classroom physical and social environment.</td>
</tr>
<tr>
<td>D. Levels of Integration of Multicultural Content into Curriculum Design</td>
<td>After conducting a classroom observation, lectures and classroom curriculum review students will recognize the four kinds of curriculums and practice selecting and designing curriculum that are culturally inclusive to the development and learning and complete a vocabulary quiz.</td>
</tr>
<tr>
<td>E. Diverse aspects of child rearing and family practices</td>
<td>After lecture and peer interviews students will become aware of the role of the parent and the implications of the parent in the classroom. Students will create “Who Am I?” posters and interview each other based on the posters to assist them in gaining awareness of others.</td>
</tr>
<tr>
<td>F. Explore racial identity development theories</td>
<td>After lectures, readings, and video viewing on various racial identity theories students will complete a vocabulary quiz and present an oral presentation on their book club reading including the theories in their discussion.</td>
</tr>
<tr>
<td>G. Explore the theories around bullying and diversity issues</td>
<td>After lectures and video viewing on bullying students will complete a vocabulary quiz and provide a discussion on the theories around bullying and hate.</td>
</tr>
</tbody>
</table>

**Required Readings (needed in class daily) and materials:**

- Derman-Sparks, Louis & Edwards, Julie Olsen (2010). *Anti-bias education for young children and ourselves.* D.C. NAEYC.
- Various articles provided in the course
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**CLDDV 262: Diversity in Educational Setting**

**Syllabus 3/8**

*Recommended Teacher Tool Kit:* I have will have a limited number of scissors, glue, tape, stapler, and markers for use in the classroom. I recommend that you create a teacher tool kit for yourself for use in class that includes these items.

**Participation and Attendance Policy**

Due to the dynamic and interactive nature of this course, all students are expected to attend all classes and participate actively. I expect students to take responsibility for their education and the money they have invested in this course. With this, it is the student’s responsibility to drop the course if you stop attending. If your name remains on the roster, the college will require that I record a grade for you. **Because of the topics that are discussed in this course it is important that you are present to understand new concepts. Often when a student has missed a day, concepts that are needed to understand the topic are missed and the process for discussion is hindered.**

**Positive Learning Environment:**

We are all entitled to our own opinions. Treat each other with respect at all times. The issues we will be addressing in this course are sensitive in nature—race, ethnicity, religion, gender identity, social class, prejudice, discrimination, slavery, poverty, homelessness, immigration, sexual orientation, and bilingualism. The purpose of our discussions is to increase understanding of self and respect for others’ ways of life. Sometimes you may feel offended by other people’s views, even when there is no offense intended. If you repress these feelings of hurt, the classroom environment may become filled with negativity. On the other hand, if you react with an outburst of emotion, everyone may shut down from the stress level created. There are several things you can do when you feel confronted by someone who has a different opinion from yours including, but not limited to:

1. **Learning to react to the idea and not to the person.** For example, *Say* "When you say ‘I think people need to learn to stand on their heads before they can come to this country’ I disagree."  
   *Don’t say*, “You’re not making any sense at all!”

2. **Telling the person that you cannot understand where they are coming from.** For example, *Say* "I just don’t understand where you are coming from when you say that a religion based on worshiping movie stars is a good idea." *Don’t say*, “That’s the dumbest thing I ever heard.”

3. **Telling the person what you hear them saying through reflective listening.** For example, *Say* "What I hear you saying is that you think that the slaves were better off on the plantations in the south, than the Blacks who were working in the dreadful conditions in the factories in the north before the Civil War.” *Don’t say* “Are you crazy? There’s no way slaves are better off under any conditions!!!”

**Academic Honesty**

Each student is expected to do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance. Cite all references and original authors. If there are questions about academic honesty, consult the college catalog.

**Assignments**

Your performance in class will be assessed along the following criteria.

1. **In-Class Weekly Discussions and Activities (Awareness/Knowledge/Skills)** It is expected that you will attend all class sessions and participate actively in class general and jigsaw discussions. Jigsaw discussions will take place at the very beginning or end of the class session. **Make certain that your name is on the**
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**CLDDV 262: Diversity in Educational Setting**

**Syllabus** 4/8

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**Jigsaw Sheet for that day, it is the only way you will receive points for this assignment.**

2. **Portfolio Binder** – (A binder is needed) The portfolio includes classwork & homework and assignments collected in a portfolio binder. The organization of resources provided in class within a binder. You must maintain order of assignments by each week.

**Portfolio Sections must be arrange by the week in this order**
- Syllabus then sections divided by each week
- Each week should include any or all of the items listed below
- Class objective
- Chapter notes from Roots & Wings
- Awareness Journal writings
- Class notes
- In Class handouts and/or activities
- Chapter Jigsaw in class notes from A World of Difference
- Weekly Vocabulary Words
- Who Am I poster presentation
- Book Review
- Extra Credit given (put with in the weekly section it was given)

3. **Journal (AWARENESS)** – *(Include in the weekly sections of the binders)* In your journal, you will reflect on the relevant topic, with attention to readings, class activities and discussions. Two journal questions will be required each week. One will be provided by your instructor and the other is for you to decide. Your journal will be collected during weeks 10/11, 11/1, and 12/6. I will have your journal for a week. On another sheet of paper type your reply to the *Stages for Responding to Human Diversity* questions below during those weeks.

4. **Book Club Discussion Group Meetings and in-class Presentation:** *(Awareness/Knowledge)* Students will decide one book they would like to read. For 3 weeks, groups will be formed to discuss the book chapters. **Provide your instructor with a copy of the dates and chapters schedule.** Books will be assigned by your instructor, if you become interested in one of the books and choose to read it, please know that you may be assigned a different book by your instructor. Books are available for check out from your instructor. You will be assigned one of these books to read.
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**GUEST SPEAKERS:** I will invite several guest speakers to come during class time to share their experience on issues of relevance to the class. These sessions are scheduled periodically during the semester based on speakers' availability. The reading schedule will be adjusted to accommodate the speakers; therefore, the schedule listed below is flexible.
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Increase Your Knowledge:

*Resources Used to Support this Course*


**Copple, C. (2003).** *A world of difference: Readings on teaching young children in a diverse society.* DC: NAEYC.


**Howard, G. (1999).** *We can’t teach what we don’t know: White teachers, multiracial schools.* New York: Teachers College Press.


Developing Cultural Competence:
A Three-Pronged Approach

A culturally competent helping professional is commonly described according to three dimensions: awareness, knowledge and skills (Sue, 1981). He/she is someone who is:

1. actively working to become aware of his/her own cultural values and biases,
2. seeking knowledge of the cultures/worldviews of others, and
3. developing and practicing appropriate skills for working with people who are culturally different their own.

Awareness
A culturally aware individual is described as someone who actively seeks out knowledge about their own cultural heritage, and is cognizant of how her background influences her experiences, attitudes, values and beliefs. An aware person can recognize the limits of their expertise and is comfortable with differences between persons of different ethnicities. In the on-going effort to understand how one’s cultural group fits and relates to social histories and realities of divergent individuals, the aware individual recognizes her biases/stereotypes and strives to be nonjudgmental. In a childcare setting, an aware person is specifically in-tune with her culture’s child rearing values and practices and how they impact the way she thinks about diverse forms of care.

Knowledge
A culturally competent individual is not only aware, but has knowledge of the worldview of culturally different persons. Included in this knowledge are the varying beliefs, customs, and values of groups, as well as the particular social histories and challenges faced in America or abroad by the different cultural groups. In childcare settings, a culturally knowledgeable person is an individual who has made a commitment to learning about the cultural expectations of families in care, including reading information about the cultural group as a whole, and finding accurate information about the uniqueness of a family’s individual culture. A knowledgeable child care professional also learns specific information about children’s daily routines include toileting, feeding, and napping. A culturally knowledgeable child care professional would also possess information about the relationship between culture and child development, have knowledge about how classroom environments and curriculum can be adapted for cultural inclusion.

Skills
Finally, a culturally competent individual possess *skills* for working with diverse populations. This means recognizing varied approaches (verbal and nonverbal) for communicating cross-culturally and developing strategies for interaction. In child care settings, *skills* may include varying caregiving techniques based on the knowledge of individual family’s goals and caregiving techniques, addressing cultural differences as part of a regular pattern of information gathering, and negotiating cultural conflicts in a systematic, respectful, and an empathetic manner. *Skills* in other’s native language(s) and patterns of communication are also important indicators of competence.