

Chld 68, Working with Children and Families in a Diverse Society

Section 6789, Spring 2017 Course Syllabus

Course Description

In this course students will compare and analyze the dynamic interactions of race, culture, gender and socio-economic class as they relate to the education of children from diverse populations. Students will recognize and contrast cultural and historical perspectives of various cultural groups to promote understanding, knowledge, attitudes and skills for educating children in a pluralistic society. Students will learn to recognize and confront barriers that interfere with their ability to work effectively with diverse populations of children and families.

Student Learning Outcomes

Students will...

1. Critique theories of language, culture, gender, racial, and social development and review the multiple impacts of these on young children's social identity.
2. Critically assess teaching practices for inclusive, linguistic, and cultural relevance in order to promote optimum learning and development in education settings.
3. Compare and contrast diverse cultural values and child-rearing practices, taking into account knowledge of one's personal culture and practices.
4. Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Course Format

Students will use the Canvas course web site all course work. Child 68 is an interactive online course which requires students to work through the course content via a combination of textbook readings, online "lectures" in the form of written presentations, external web page readings and activities, online discussions, videos, and written assignments.

If you have not taken an online course before, or are unfamiliar with the CANVAS format, the Course Intro section (module) on the class website will help you understand the structure and requirements of online learning.

This course is divided into weekly sections, each covering a specific topic area of the course outline. I expect that each student will participate regularly (more than one visit to the course site) each week in order to be active in our online discussions.

There are various formats for assignments in this course. Written papers are required every week or two weeks. Additional participation assignments are embedded in the material for each weekly section, and include Discussions and a group assignment. Each type of assignment has its own icon on the Canvas page, and these will become familiar to you as you move through the course. Discussion grades all fall into the "participation" category in my grade calculations (see next page); the group project is a separate grade. Reflective Writings, My Culture Study, Section Reviews, and the Final are all written papers, and can be submitted within the course page by clicking the icon next to the assignment.

Written assignments and discussion posts must both be completed before the closing date for each week (midnight on a Monday, except for the final exam, which is due by 5p.m. on

Friday). Because weekly Discussions require responses to classmates' posting, they cannot be done all on one day.

Each section of the course contains a list with specific tasks to be completed during the week. The list is intended to help students navigate all of the requirements of the course. Although an overview of course dates and topics is included in this Syllabus, the task lists provide a more detailed list of course expectations and due dates.

A written final exam will be due during finals week.

Instructor Contact

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Office Hours: by arrangement, online, by phone or in person

I respond to emails within 24 hours, except on weekends and holidays.

Linda Maloney

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Office Hours: by arrangement through chat room or by phone. I try to respond to emails within 24 hours.

Course Web Site

Students will use the Canvas course web site for assignment instructions, submitting assignments, viewing classmate's work, sharing resources, and viewing grades.

Textbook

Teaching and Learning in a Diverse World: Multicultural Education for Young Children (4th edition) by Patricia Ramsey (ISBN #9780807756256) (This textbook is on reserve at the SRJC Library, Barcode LL1099.3.R36 2015)

Diversity in Early Care and Education (5th edition) by Janet Gonzalez-Mena (ISBN #0073525863)

Students are required to read articles and web pages that appear as part of the online course content; optional readings will be specified. You can locate and order textbooks online via the [SRJC Bookstore](#). Note that if you want to pick your books up in Petaluma, you need to order them from the Petaluma Bookstore website.

Required Software

You will need the following software for this course.

- [Adobe Reader](#)
- [QuickTime Player](#)
- [Flash Player](#)
- [Open Office](#)

Important Dates

Day Class Begins: January 17, 2017

Day Class Ends: May 26, 2017

Last Day to Drop with refund: January 29, 2017

Last Day to Drop without a 'W' symbol: February 5, 2017

Last Day to Opt for Pass/No Pass: February 26, 2017

Last Day to Drop with a 'W' symbol: April 23, 2017

Participation & Dropping the Class

Enrolled students **must check in by midnight on the third day of classes** for the semester, otherwise you will be dropped from the course to make room for students on the waiting list. You may "check in" to this course by posting in the Week one Discussion activity or by sending me a personal email stating your intention to stay enrolled.

If you decide to discontinue this course, it is your responsibility to officially drop it. A student may be dropped from any class when that student's absences exceed ten percent (10%) of the total hours of class time. It is strongly advised that if you need to miss more than one class/homework deadline in a row that you contact the instructor to avoid being dropped from the class.

Pass-NoPass (P/NP)

You may take this class P/NP. You must decide before the deadline, and add the option online with TLC or file the P/NP form with Admissions and Records. With a grade of C or better, you will get P.

You must file for the P/NP option by February 26, 2017. Once you decide to go for P/NP, you cannot change back to a letter grade. If you are taking this course as part of a certificate program, you can probably still take the class P/NP. Check with a counselor to be sure.

Attendance

Students who fail to log-in to an online class after the first week will be dropped from the class. It is strongly advised that if you need to miss more than one week/homework deadline in a row that you contact me to avoid being dropped from the class.

Late Policy

All assignments are due at midnight PST on the due date. Late assignments will lose 20% of total points for each week that they are late. For the purposes of this course, assignments are due at midnight on the last day of each week (Monday), unless otherwise indicated (Final exam is due at 5 p.m. on the Friday of exam week). Any assignments turned in after that time are late, and will be considered an addition week late every 7 days. Late assignments will be accepted for reduced point value up until the time that their point value would be "0" based on the above criteria. *The exception to this is Discussion posts, which will not be graded if they are done after the relevant section of the course has closed.*

Exams

There will be two(2) online Section Reviews and a Final exam. The material comes from the textbook, class lectures and supplemental materials. If any exam is missed, a zero will be recorded as the score. It is your responsibility to take the exams by the due date.

Grading Policy

Visit the "Grades" in Canvas to keep track of your grades. Grading is done once per week. Make sure to check the posted grades and comments on the online Canvas gradebook.

- Your grade will be based on class participation in online activities and completion of written assignments, including a final exam.

- Assignments, participation and exams will be graded on a point system. Each assignment will be given a certain number of points if completed satisfactorily. The total number of points you receive for written assignment will be based on your demonstrated understanding of the assignment and your successful incorporation of the concepts from class.
- Your grammar, spelling, and ability to clearly communicate ideas in writing will also affect your number grade; *10% of the total grade for any paper may be deducted for mechanical errors.*
- Assignments that do not receive the maximum number of points may be rewritten and resubmitted *within two weeks* in order to receive more points. This does not apply to participation (Discussions) in activities or assignments turned in after Week 15.
- Late assignments will lose 20% of total points for each week that they are late. For the purposes of this course, assignments are due at midnight on the last day of each week(Monday), unless otherwise indicated (Final exam is due at 5 p.m. on the Friday of exam week). Any assignments turned in after that time are late, and will be considered an addition week late every 7 days. Late assignments will be accepted for reduced point value up until the time that their point value would be “0” based on the above criteria. *The exception to this is Discussion posts, which will not be graded if they are done after the relevant section of the course has closed.*
- There is **no** extra credit or make up work so adjust your schedule so you can complete the required assignments.
- You can view your grades and running point total by clicking the “Grades” in the side bar.

Grades will be based on the following required assignments:

70 pts Discussion assignments and general Discussion participation
 42 pts Reflective Writing assignments (6 assignments at 7 points each)
 30 pts Section Reviews (2 Section Reviews at 15 points each)
 25 pts My Culture Study
 15 pts Community Cultural Research Project(group project)
20 pts Written Final
202 pts Maximum possible

A= 180⁺ pts **B=** 160-179 pts **C=** 140-159 pts **D=** 120-139 pts

Grades will be assigned as follows:

A	90%	180 points or more
B	80%	160 to 179 points
C	70%	140 to 159 points
D	60%	120 to 139 points

If taking Pass/No Pass you need at least 70% of the total class points and complete the midterm exam and the final exam to pass the class.

List of Assignments

Discussions: Discussions are interactive online discussions, which include a specific assignment about what to post or discuss. *Please note that you will be required to make more than one post for most Discussion. Because Discussion posts are the primary interaction and participation elements of this course, it is important to me that students read and post regularly during each week! Students who make all of their Discussion posts on one day will not receive full credit for that Discussion activity.*

Reflections are written assignments in which you will incorporate your thoughts and ideas on the topics we cover in each section of the course. Reflections are a *subjective* writing assignment, in which you will include your thoughts, feelings, and personal experiences related to the topic for that section. However, reflections must be specific to the topic being covered, and must also include references to the readings. Reflections should be approximately two to three written pages in length. Reflections questions will be provided for each paper to help you connect the section topics to the text; however, you are not required to answer all of the reflection questions, and I encourage you to write on the elements of each topic that are most relevant to you.

Section Reviews are periodic tests of your knowledge of the course material. These are more *objective* assignments, in which I am looking for your understanding of the information from readings and course material. There are two section reviews due during the semester which cover approximately six weeks of material each. Section Reviews all consist of short- answer questions. Your answers for Section Reviews should be based on reading and lecture information, include references to the course materials, and should be written in paragraph form.

My Culture Study is a paper describing your cultural influences. This is our biggest paper for the course, and is due in the **fourth** week of our class. A description of the assignment with specific guidelines will be available during the second week of the course.

Community Cultural Research Assignment is a group project and presentation. Your group will work together during several weeks of the course and present your information to the entire class.

The **Final Exam** is in the same format as a Section Review, and will be due during finals week. The Final focuses on the last six weeks of the course but also is comprehensive.

Schedule

There is a Course Schedule available on Canvas that indicates the topic for each week, reading assignments and other assignments due. If any changes are made to the class schedule during the semester, I will update the Schedule and post an Instructor Announcement on Canvas.

Standards of Conduct

Students who register in SRJC classes are required to abide by the SRJC Student Conduct Standards. Violation of the Standards is basis for referral to the Vice President of Student Services or dismissal from class or from the College. See the [Student Code of Conduct page](#).

Collaborating on or copying of tests or homework in whole or in part will be considered an act of academic dishonesty and result in a grade of 0 for that test or assignment. I encourage students

to share information and ideas, but not their work. See these links on Plagiarism:

[SRJC Writing Center Lessons on avoiding plagiarism](#)

[SRJC's statement on Academic Integrity](#)

Important communication guidelines for our course

Attitude, conduct, and self-reflection: The most important things you need to know about this class—The structure and philosophy of Child 68 are based on the concept that teachers and others who plan to work with children and families need to understand their own beliefs and values first. In this way teachers are more able to consciously model positive attitudes towards diversity and are less likely to pass along prejudiced attitudes based on ingrained beliefs or behavior patterns.

For this reason, it is important that students come to the course with a willingness to explore their own beliefs and look at how they were raised, in addition to learning about how children acquire an understand about differences.

In addition, it is important that Child 68 provides a safe and open forum for discussing culture, discrimination and differences in beliefs. For that reason, each student is asked to read and commit to following the guidelines below for their participation in this course.

Communication: Both as students and as present or future professionals working with families, it is important that we follow some basic rules of respectful communication to help us understand and learn from each other. Additionally, in a class where we may discuss some issues that bring up strong emotions, it is important that all of us respect some common boundaries. Below is a list of the expected behaviors for Child 68 students. These are not exhaustive; please see the [Student Code of Conduct](#) for a thorough list of the college's guidelines for student behavior.

- **Confidentiality:** In teaching and social service professions, confidentiality (or keeping what you know about your clients to yourself) is a very important part of professional ethics. In this class, I simply ask that you refrain from gossiping about or sharing information about other classmates' statements with others outside of the course. I expect this class to be a safe place for sharing opinions and asking questions.
- **Respectful discourse in forums and chat rooms:** Again, please follow the link above to review the college's student conduct guidelines. Students in Child 68 are required to express their views without being disrespectful of others. Disrespectful language and the use of slurs or name calling are both inappropriate ways to express your opinions. Questions are welcome and encouraged, and I expect everyone to treat each other's questions as valid and worthy of thoughtful answers.
- **Groups:** I will put you into groups for some of the activities for this course; these groups may change configuration as we pass through the sections of the course. You will self-select groups for the Community Cultural Research Project. Communication guidelines are the same for group activities as for the other participation assignments.

Special Needs

Students with disabilities who believe they need accommodations in this class are encouraged to contact Disability Resources Department (527-4278), as soon as possible to better ensure such accommodations are implemented in a timely fashion. Accommodations can be made

once the instructor receives an Authorization for Academic Accommodation letter from Disability Resources indicating the accommodations needed.

Academic Integrity/Cheating

As stated in the SRJC Catalog, "Academic dishonesty is regarded as any act of deception, benign or malicious in nature, in the completion of any academic exercise. Examples of academic dishonesty include cheating, plagiarism, impersonation, misrepresentation of idea or fact for the purpose of defrauding, use of unauthorized aides or devices, falsifying attendance records, violation of testing protocol, inappropriate course assignment collaboration and any other acts that are prohibited by the instructor of record".

Students are expected to do their own written work. This includes specifically citing sources of facts and quotations, and using quotation marks to delineate the inclusion of someone else's writing in their paper. An example would be quoting a section of a webpage. Understanding how to properly cite sources in academic work is a learning process which you will be supported in as part of this course. Points will be taken off for repeated misuse of published information. Intentional cheating will not be tolerated and graded work in which I discover that you have intentionally represented someone else's work as your own will receive no points with no possibility of resubmission.