

**Child 68 Online, Working with Children and Families in a  
Diverse Society, Online  
Section 6789, Spring 2020 Course Syllabus  
Faculty: Linda Maloney  
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**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.

[https://portal.santarosa.edu/srweb/SR\\_CourseOutlines.aspx?CVID=37157&Semester=20175](https://portal.santarosa.edu/srweb/SR_CourseOutlines.aspx?CVID=37157&Semester=20175)

**Course Format**

Students will use the Canvas course website for 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 this is your first online course I recommend:**

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.

**How I set up the assignments**

This course is divided into weekly sections or modules, each covering a specific topic area of the course outline. **I only open one week up at a time, so students are unable to work ahead. 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. The "Weeks" are**

**opened up on Tuesday morning at 12:01am, and typically close on Monday evening at 11:59pm. With the exception of the first week of class when the course opens up on Monday January 13th, 2020,**

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.

### **Instructor Contact**

Linda Maloney

Email: [lmaloney@santarosa.edu](mailto:lmaloney@santarosa.edu)

Phone: 707-527-4530

Office Hours: by arrangement, I respond to emails within 24 hours, except on weekends and holidays.

### **Course WebSite**

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

### **Textbooks-Required Reading**

1. 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)

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

### **Additional reading other than the textbooks**

In addition to the texts 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 13, 2020  
Day Class Ends: Monday, May 18, 2020 at 5pm.

### **Participation & Dropping the Class**

Enrolled students must check in by midnight on the third day, **Wednesday January 15th by 11:59 pm**, 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.

### **Attendance**

Students who fail to log-in by the end of the third day of the semester 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. **I will not accept assignments more than two weeks after the due date.** 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. Monday, May 18, 2020). Discussion posts are due every week and late posts will not be accepted.

### **Exams**

There will be two 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.

### **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.

- There is no extra credit or make up work so adjust your schedule so you can complete the required assignments.
- If you are travelling abroad, it is your responsibility to make sure you have access to the internet frequently during the course of each week.

**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= 182+ pts B= 162-181 pts C= 142-161 pts D= 122-141 pts

Grades will be assigned as follows:

A 90% 182 points or more  
B 80% 162 to 181 points  
C 70% 142 to 161 points  
D 60% 122 to 141 points

**List of Assignments**

**Discussions:** Discussions are interactive and online, 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 Discussions every week. Typically I will ask you to make a post and then respond to two classmates. 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 and/or the last day of the week will not receive full credit for that Discussion activity. I typically like to see the first post by Friday.**

**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. Reflection questions will be provided for each paper to help you connect the section topics to the text.

**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. I typically only open one week at a time and so you will not be able to work ahead of schedule.

### **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. <https://student-conduct.santarosa.edu/>

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 understanding 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.

### **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. <https://drd.santarosa.edu/>

### **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.

**I believe this course is a life changing class. I hope you feel the same after you have completed it!!**