



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Child Development 112
Descriptive Title: Teaching Young Children in a Diverse Society
Course Disciplines: Child Development/Early Childhood Education
Division: Behavioral and Social Sciences

Catalog Description:

In this course, students will examine 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. Topics include self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, and media and schooling.

Conditions of Enrollment:

Prerequisite: Child Development 103 with a minimum grade of C or Concurrent Enrollment

Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment.

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: 3/20/2000
Transfer UC: No

General Education:

El Camino College:

CSU GE:

IGETC:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Social Identity: Critique theories and review the multiple impacts on young children's social identity.
2. Anti-bias Approaches: Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate anti-bias approaches in promoting optimum learning development.
3. Environments: Plan classroom environments, materials, and approaches to effectively promote pride in children's identities and respect for social diversity.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify and assess the overt and covert ways in which stereotypes and prejudice are learned.
 - Presentation
2. Explore the unique and overlapping issues of racism, sexism, classism, heterosexism, ableism, and ethnocentrism as they relate to children and to early childhood settings.
 - Presentation
3. Plan classroom environments, materials, and approaches to effectively promote pride in one's own identity and an appreciation and respect for social diversity.
 - Presentation
4. Demonstrate strategies for helping children negotiate and resolve conflicts caused by cultural, class and gender differences, with a focus on using anti-bias approaches in the classroom.
 - Other (specify)
 - In-Class Role Play
5. Define and assess the impacts of factors such as language, ethnicity, religion, immigration, and economic class in the personal history of the student and the subsequent impact on teaching young children and families.
 - Term or other papers
6. Examine the distinctions among different sources of diversity such as special needs, culture, language, ethnicity, family groupings, and socioeconomics.
 - Term or other papers
7. Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.
 - Term or other papers
8. Review professional ethical responsibilities and legal implications of bias, prejudice and exclusion.
 - Term or other papers
9. Evaluate the impact of personal experiences and social identity on teaching effectiveness.
 - Presentation

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	5	I	Racial Diversity in The United States A. Communities and Diverse Populations B. Overview of Children in America C. Clarification of Terms 1. Sex 2. Gender 3. Gender Role 4. Sexual Orientation 5. Racial, Ethnic, Cultural and National Identity 6. Nuclear Family 7. Blended Family 8. Single-Parent Family 9. Trans-Racial Family 10. Gay-Lesbian Family 11. Extended Family 12. Foster Family
Lecture	3	II	Children and Prejudice A. Stages of Racial Awareness B. Prejudice and Discrimination
Lecture	3	III	Issues of Inequity and Access for Children A. Differences Between Individual Prejudice and Systems 1. Race 2. Gender 3. Economic Class 4. Ability 5. Sexual Orientation 6. Religious Beliefs 7. Culture 8. Language
Lecture	6	IV	Racism A. Impact on the Development of Children B. Development of Racial Identity
Lecture	6	V	The Nature of Culture A. Culture Defined B. Culturally Responsive Care C. Culturally Relevant Education D. Multicultural Curriculum
Lecture	6	VI	Bilingual Education A. English Language Learners B. Approaches to Bilingual Education

Lecture	6	VII	Family, Culture, and Community A. Culture Defined B. Holidays and Celebrations C. Parents Support and Education D. Serving as a Change Agent for Children and With Families E. Commitment to the Co-Creation of Anti-Bias Approaches
Lecture	2	VIII	The Teacher as a Model A. Self-Knowledge, Acknowledgment and Struggle with Bias B. Recognition and Respect for Differences C. Responsive Behaviors D. Teacher's Responsibility to Assess Power Dynamics
Lecture	5	IX	Multicultural Education A. Human Relations B. Single-Group Studies C. Anti-Bias Education D. Culturally Specific Education E. Culturally Relevant Anti-Bias Education
Lecture	6	X	Environments A. Culturally Relevant Classrooms B. Anti-Bias Materials C. Interest Areas
Lecture	6	XI	Curriculum A. Unit Themes B. Multicultural Activities C. Defining Objectives and Goals
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Read the National Association for the Education of Young Children (NAEYC) position statement on linguistic and cultural diversity. Write a two-page essay which summarizes the article and identifies the main issues. Include strategies for early childhood teachers to promote English language learners in language acquisition while supporting the home language and cultural identities.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Read ten children's books from the list provided in class. Using the "Checklist for Assessing Children's Literature" distributed in class, critique each book based on elements of diversity including race, gender, age, social class, and disability. Submit a completed checklist along with your written evaluation for each book.
2. Conduct individual interviews with a minimum of three children between the ages of five and twelve. Present the diverse images that were collected in class to the children and ask them to comment on them. In a two- to three-page written report, provide each child's age, a summary of the interview questions, and their responses. Provide an analysis of their racial awareness as well as any biases or stereotypes they may describe. Use information from the interview to support your findings.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Objective Exams
Embedded questions
Quizzes
Written homework
Class Performance
Term or other papers
Multiple Choice
Completion
Matching Items
True/False
Presentation
Journal (kept regularly throughout the course)

V. INSTRUCTIONAL METHODS

Demonstration
Discussion
Group Activities
Guest Speakers
Internet Presentation/Resources
Lecture
Multimedia presentations
Role Play
Simulation

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Written work
Journal
Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Stacey York. Roots and Wings: Affirming Culture in Early Childhood Programs. 3rd ed. Redleaf Press, 2016.

Qualifier Text: Discipline Standard,

Louise Derman-Sparks & Julie Olsen Edwards. Anti-Bias Education for Young Children and Ourselves. 2nd ed. National Association for the Education of Young Children, 2012.

Qualifier Text: Discipline Standard,

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Prerequisite Child Development-103	Sequential

B. Requisite Skills

Requisite Skills
Understanding of Piaget's preoperational, concrete operations, and formal operations stages. CDEV 103 - Define developmental theory and explain how theories are used to understand child behavior and development. CDEV 103 - Examine and discuss major theories of child development such as those of Piaget, Vygotsky, Freud, Erikson, and Bronfenbrenner.
Knowledge of the interrelationship of the physical, cognitive and social domains and how this affects the development of young children. CDEV 103 - Analyze the interdependence of the cognitive, psychosocial and physical domains of development.
Understanding of developmental patterns and stages in the physical, social and cognitive domains. CDEV 103 - Demonstrate knowledge of the physical, socioemotional, cognitive and language development of children, both typical and atypical, in major developmental stages.

Understanding of the ways in which culture affects development. CDEV 103 -Analyze the effect of biological, environmental, and cultural influences on the development of children of all ages.
Understanding of Vygotsky's Social Learning Theory. CDEV 103 -Examine and discuss major theories of child development such as those of Piaget, Vygotsky, Freud, Erikson, and Bronfenbrenner.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
English 1	Category: Course Justification: This course involves reading college level textbooks, developing written projects, and answering essay questions. A student’s success in this class will be enhanced if they have these skills.
Eligibility for English 1A or qualification by appropriate assessment	Category: Non-Course Justification: This course involves reading college level textbooks, developing projects, and answering essay questions. A student’s success in this class will be enhanced if they have these skills.

D. Recommended Skills

Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects. In addition, writing is required for essay questions and projects. ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
--

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
--	--------------------------------------

Course created by Kelli Friedenthal on 10/01/1999.

BOARD APPROVAL DATE: 03/20/2000

LAST BOARD APPROVAL DATE: 10/21/2019

Last Reviewed and/or Revised by: Janet Young

Date: April 1, 2019

20055