

1.) DATE: 3/17/2019	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) PROPOSED COURSE: Prefix: EED Number: 220 Title: Child, Family, Community and Culture Credits: 3	
<p>CROSS LISTED WITH:</p> <p>Prefix: Number: ; Prefix: Number: ;</p> <p>Prefix: Number: ; Prefix: Number: ;</p> <p>Prefix: Number: ; Prefix: Number: .</p>	
4.) COMMUNITY COLLEGE INITIATOR: GINA WEATHERLY/ANNAPURNA GANESH PHONE: 480-461-7305 EMAIL: gina.weatherly@gccaz.edu/annapurna.ganesh@mesacc.edu	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
<p>MANDATORY REVIEW:</p> <p><input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).</p> <p>POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.</p>	
<p>AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.</p>	
<p>5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:</p> <p><u>Core Areas:</u> Select core area... <u>Awareness Areas:</u> Cultural Diversity in the United States (C)</p>	
<p>6.) REQUIRED DOCUMENTATION</p> <p><input checked="" type="checkbox"/> Cover Form</p> <p><input checked="" type="checkbox"/> Course Syllabus</p> <p><input checked="" type="checkbox"/> Course Description</p> <p><input checked="" type="checkbox"/> Criteria Checklist for the area</p> <p><input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books</p>	
<p>7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:</p> <p><input checked="" type="checkbox"/> DECEEDprefix <input type="checkbox"/> Elective</p> <p>Current General Studies designation(s): C</p> <p>Requested Effective date: 2019 Fall Course Equivalency Guide</p> <p>Is this a multi-section course? Yes</p> <p>Is it governed by a common syllabus? Yes</p>	
<p>Chair/Director: Jennifer Gresko, ECH IC Chair 2018-19 Chair/Director Signature:</p> <p>Email to Julie Holston</p>	

AGSC Action: Date action taken:

Approved Disapproved

Effective Date: **2019 Fall**

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	MCCD Official Course Competencies, MCCD Course Outline, Course Description, Course Syllabus, Table of Content from Recommended Textbook, Listing of Readings
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	MCCD Official Course Competencies, MCCD Course Outline, Course Description, Course Syllabus, Table of Content from Recommended Textbook, Listing of Readings
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	N/A

ASU--[C] CRITERIA			
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.</p> <p>*Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.</p> <p>**Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.</p>	N/A

Course Prefix	Number	Title	General Studies Designation
EED	220	Child, Family, Community and Culture	Cultural Diversity

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example- See 2b. Compares 2 U.S. cultures	Example- Compares Latino & African American Music	Example- See Syllabus Pg. 5
Criteria 1: The course contributes to to the understanding of Cultural Diversity in contemporary U.S. society	This course examines family, community and cultural influences on development of the young child (birth to age eight).	Course Description: Examine family, community and cultural influences on development of the young child (birth to age eight). Considers trends and threats to attachment, relationships and cultural identity. Includes social and emotional experiences and their impact on the developing brain. Specific Course Competencies: #5, 6, 8, 9, 10, 11, 12, and 13 Related Course Outline: #II, III, IV, V, VI, VII, VIII and IX Related Course Assignments: See Syllabus page #2 and 6
Criteria 2a: The course is an in-depth study of culture-specific elements, cultural experiences or cultural contributions (in areas such as education and language) of gender, racial, ethnic and/or linguistic minority groups within the United States	The primary instructional goal of this course is to examine family, community and cultural influences on the development of the young child (birth to age eight). Trends and threats to attachment, relationships and cultural identity are specifically considered. The course also includes a study of the social and emotional experiences and their impact on the developing brain of the young child.	Course Description: Examine family, community and cultural influences on development of the young child (birth to age eight). Considers trends and threats to attachment, relationships and cultural identity. Includes social and emotional experiences and their impact on the developing brain. Specific Course Competencies: #2, 3, 4, 5, 6, 8, 9, 10, 11, 12, and 13

		Related Course Outline: #II, III, IV, V, VI, VII, VIII and IX Related Course Assignments: See Syllabus page #2 and 6



Child, Family, Community and Culture

Course: EED220	Lecture 3 Credit(s) 3 Period(s) 3 Load
First Term: 2010 Spring	Course Type: Academic
Final Term: Current	Load Formula: S

Description: Examines family, community and cultural influences on development of the young child (birth to age eight). Considers trends and threats to attachment, relationships and cultural identity. Includes social and emotional experiences and their impact on the developing brain

Requisites: None

Course Attributes:

General Education Designation: Cultural Diversity - [C]

MCCCD Official Course Competencies

1. Describe theoretical basis of child (birth to age eight) and family development within society. (I)
2. Explain the attachment process from infancy through third grade that occurs within families. (II)
3. Identify potential threats to the forming of attachments and developing relationships. (II)
4. Explain the relationship between early development of the brain and social/emotional experiences of the young child (birth to age eight). (III)
5. Identify social contexts, including homes, early care and education environments, and other public places and programs, in which young children (birth to age eight) spend time. (II, III)
6. Explain how changing demographics influence early childhood education programs and services. (IV)
7. Identify varied responses of the early childhood professional (working with children birth to age eight) to changing demographics. (IV)
8. Define major descriptors of child and family diversity, including gender, race, age, ethnicity, religion, national origin, sexual orientation, exceptionality, class, family structure and home language. (V)
9. Contrast cultural and community influences on identity formation, relations with others, modes of communication and traditions of guidance. (VI)
10. Identify current trends in the larger society that threaten the formation of cultural identity in young children (birth to age eight). (VI)
11. Examine the main cultural agents of attitude and value formation in young children (birth to age eight) and adults. (VII)
12. Contrast the developmental characteristics of infants and young children through third

grade as they relate to the familial expectations among cultural groups. (VIII)

13. Determine, using professional ethical codes, whether a program appropriately serves the child and family within their community and culture. (IX)

MCCCD Official Course Outline

I. Theories

- A. Bronfenbrenner
- B. Vygotsky
- C. Erikson
- D. Others

II. Attachments within Families

- A. Child Birth and Social Concept of Bonding
- B. Family Formation
- C. Family Relationships
 - 1. Practices Supporting Attachment within Families
 - 2. Developmental Consequences of Attachment or Absence of Attachment
- D. Treats to Attachment
 - 1. Personal
 - 2. Societal

III. Early Brain Development

- A. Social/Emotional Experience
- B. Influences within the Family
- C. Factors within other Social Context

IV. Demographics of Populations Served

- A. Characteristics of Populations
- B. Changes in Populations
- C. Professionals Supporting Families
 - 1. Addressing Multiple Challenges
 - 2. Ethical and Legal Considerations
 - 3. Support During Significant Stress

V. Major Descriptors

VI. Community and Cultural Influences

- A. Identity Formation
- B. Relations with Others
- C. Modes of Communication
- D. Traditions of Guidance
- E. Threats to Cultural Identity Formation

VII. Cultural Agents of Attitude and Value Formation

- A. Family Members
- B. Religious Organizations and Ideas
- C. Media
- D. Early Caregivers and Educators
- E. Other Societal Influences

VIII. Developmental Characteristics and Culture

- A. Age-status Expectations
- B. Behavioral Expectations for Self-regulation

- C. Dependence and Independence
 - D. Extended Family Interactions and Expectations
 - IX. Professional Codes of Ethics
 - A. Direct Relationships with Children and Their Families
 - B. Advocacy
-
-

MCCCD Governing Board Approval Date: **6/24/2008**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.

Glendale Community College - Main

EED220 Child, Family, Community and Culture

3 credit - Course Syllabus – Hybrid Delivery – 5 weeks – Summer 2018



Instructor:
Gina Weatherly

Lecture Location: T1-113 Per Week – In Class Lecture: 3hrs Online Lecture: 2.6hrs Homework per Week: 11.25 hrs.

Section: 10542 Date: 5/30 – 6/27

Contact Information for Student Support: gina.weatherly@gccaz.edu or via a Canvas message – allow 48 hours for response

MCCCD Course Description:

Examine family, community and cultural influences on development of the young child (birth to age eight). Considers trends and threats to attachment, relationships and cultural identity. Includes social and emotional experiences and their impact on the developing brain. Prerequisites: None.



Required Materials and Technology:

Technology requirements: Computer with Internet access; knowledge of Canvas and use of Chrome browser Log into Complete Getting Started: <http://www2.gccaz.edu/e-courses/getting-started>

Recommended Textbook: Creative Resources for the Anti-Bias Classroom by Saderman Hall

MCCCD Course Competencies/Objectives:

1. Describe theoretical basis of child (birth to age eight) and family development within society.
2. Explain the attachment process from infancy through third grade that occurs within families.
3. Identify potential threats to the forming of attachments and developing relationships.
4. Explain the relationship between early development of the brain and social/emotional experiences of the young child (birth to age eight).
5. Identify social contexts, including homes, early care and education environments, and other public places and programs, in which young children (birth to age eight) spend time.
6. Explain how changing demographics influence early childhood education programs and services.
7. Identify varied responses of the early childhood professional (working with children birth to age eight) to changing demographics.
8. Define major descriptors of child and family diversity, including gender, race, age, ethnicity, religion, national origin, sexual orientation, exceptionality, class, family structure and home language.
9. Contrast cultural and community influences on identity formation, relations with others, modes of communication and traditions of guidance.
10. Identify current trends in the larger society that threaten the formation of cultural identity in young children (birth to age eight).
11. Examine the main cultural agents of attitude and value formation in young children (birth to age eight) and adults.
12. Contrast the developmental characteristics of infants and young children through third grade as they relate to the familial expectations among cultural groups.
13. Determine, using professional ethical codes, whether a program appropriately serves the child and family within their community and culture.

Course Minimum Expectations:

1. Attendance & participation in class/Reflection	150
2. Canvas Discussion Board Participation	80
3. Activities/Personal Box	205
4. Cultural Experience	65



All assignments will be reviewed for content and reflective analysis:

NAEYC: Exceeds Expectations	Meets Expectations	Does not meet Expectations
GCC: Exemplary	Adequate	Minimum/Brief

Grading Standards: Grades are determined by accumulated points that represent percentages including extra credit

A: 451-500pts B: 401-450pts C: 351-400pts D: 300-350pts F: 0-299pts

It is the responsibility of the student to track their grades through the semester.



EED220 Assignment Descriptions – Summer 2018

All assignments are reviewed for their Brief, Minimum/Adequate/Exemplary content

Article/Video Statements – DB & In-Class Discussion (20 points per DB x 4 = 80 points)

- Read articles provided in Canvas and write a Reflective Analysis of the content.
- Select quotation from the article you read that you find significant or challenging.
- Include the quotation in your DB response; view videos and provide explanatory paragraphs for their selection; include your personal opinion or life experiences
- Discuss your perspective in class and include a “classroom discussion” reflection paragraph in your DB posting.
- Post statement, video analysis with explanatory paragraphs in Canvas DB forum by due date (**Tuesday prior to class by 11:59pm**).

Personal Salad (6/6 - 25 points)

- Use the Directions and template to complete a personal “salad” that symbolically represents the different aspects of your identity. Bring the finished visual to present in class for feedback and discussion.

Child Activity (6/6 - 35 points)

- Activity promotes diversity awareness will be implemented with children; evaluated and presented to the class for comment and feedback. Follow the directions and use the template provided.
- Use props & bring materials used and props to class for your presentation.

ADL Environment Checklist (6/13 - 25 points)

- Read the article on creating an anti-bias environment and complete the checklist in an early childhood setting (birth to age eight).
- Think about TWO suggestions on how to improve the program environment; be prepared to share in class.

Children’s Diversity Book Presentation (6/13 - 20 points)

- Select ONE children’s book that addresses/introduces concepts of diversity or anti-bias curriculum. Use the template provided to complete a summary.
- Bring the book to class** to share your favorite page.

Personal Box Presentation (6/20 - 100 points)

- Select a container that can be opened to complete this activity. Cover the outside of the container with items, words, or visuals that symbolize what the general public may “assume” or “conclude” if they see you at the mall, store, park, or any public place. Creativity and representation will be considered
- Fill the inside of the container with objects, words, or visuals that symbolize who you are in your personal life. **Creativity and representation is considered in grading rubric**
- Use the assignment description provided for guidelines and point considerations.
- Bring box and present/share in class.**

Cultural Experience Questionnaire (6/27 - 65 points)

- Participate in and visit a museum; cultural event, or cultural restaurant and complete the questionnaire. Follow the template and rubric provided.
- Be prepared to share/discuss in class.

**If you need additional clarification,
bring this to the Instructor’s attention ASAP.**

GCC COURSE COMPETENCY AND SIGNATURE ASSIGNMENT ALIGNMENT TO NAEYC PROFESSIONAL STANDARDS AND SKILLS

GCC Early Childhood Education department is conducting an NAEYC Accreditation Self-Study. As part of this process, course competencies and required assignments are being reviewed for alignment to NAEYC professional standards and supportive skills

The Professional Standards

Standard 1: Promoting child development and learning

Standard 2: Building family and community relationships

Standard 3: Observing, documenting, and assessing to support young children and families

Standard 4: Using developmentally effective approaches to connect with children and families

Standard 5: Using content knowledge to build meaningful curriculum

Standard 6: Becoming a professional

The Supportive Skills

Supportive Skill 1: Self-assessment and self-advocacy

Supportive Skill 2: Mastering and applying foundational concepts from general education

Supportive Skill 3: Written and verbal communications skills

Supportive Skill 4: Making connections between prior knowledge/experience and new learning

Supportive Skill 5: Identifying and using professional resources

STD = Professional Standards 1-6;

SS = Supportive Skill 1-5

EED211	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	SS 1	SS 2	SS 3	SS 4	SS 5
Course Competencies	X	X	X	X	X	X					
Signature Assignment: Cultural Experience	X	X		X	X		X	X	X	X	X

NOTE: It is strongly recommend GCC ECE students keep an electronic file of the **"Signature Assignment"** from this course.

All Signature Assignments will be compiled in an E-Portfolio for EED255

GCC and NAEYC assessment language:

GCC: Exemplary	Adequate	Brief/Incomplete
NAEYC: Exceeds expectations	Meets expectations	Does not Meet

Glendale Community College Policies and Student Handbook

<http://www.gccaz.edu/student-life/office-student-life/student-handbook>



Instructional Course Delivery: As a hybrid course, ALL resources and assignments will be provided during lecture and through Canvas.

Attendance ([AR 2.3.2](#)): For a ground 16 week course, three unexcused absences (as described in GCC's Student Handbook) constitutes an automatic withdrawal by the instructor. Attendance at scheduled lectures each week AND Discussion Board participation is considered attendance. Lack of participation in the discussion board for one week equals THREE consecutive attendance days. For 5 Week Hybrid courses, students may not miss any class time and may be dropped without notice.

Failure to participate in the first week's assignments will result in a withdrawal.

Regular Submission of Assignments: Consistent submission of assignments by established due dates is important and will impact final grades.

Discuss any emergency needs or difficulties with the instructor as soon as possible.

Withdrawal ([AR 2.3.6](#)): It is the student's responsibility to initiate a withdrawal from the course. If you do not officially withdraw, you will receive a course grade which reflects your submission of assignments up to the last day the course is scheduled.

Plagiarism/Cheating ([AR 2.3.11](#)): Plagiarism or any other form of cheating will not be tolerated. Plagiarism/cheating will result in loss of credit for the assignment in question and could lead to withdrawal from the course.

Assignments submitted to fulfill requirements in another class MAY NOT be submitted to fulfill the requirements of this class. If the Instructor discovers duplication of assignments from one class to the other...the student forfeits the points for the assignment in question.

Late Work: Assignments must be submitted to Instructor on DUE DATE/TIME indicated. Late work will only be accepted with permission of the instructor; documentation for reason for requesting late submission may be requested. Failure to complete course assignments on time will result in loss of points and impact final grade.

Incomplete Grade ([AR 2.3.3](#)): The college has very specific requirements for assigning a course grade of Incomplete (I). A grade of Incomplete (I) can only be granted to students who have demonstrated a reasonable expectation of completing work missed due to UNUSUAL circumstances. This requires filing a contract signed by the student and instructor that indicates a specific date of completion. If it becomes apparent that you may need to request an Incomplete, contact and discuss the process with the Instructor as soon as possible.

Special Accommodations/Disability Policy: GCC faculty will make reasonable modifications for students with documented special accommodations paperwork. Students needing special accommodations should notify the Office of Disability Resources and Services. The telephone number is: 623.845.3080. It is the student's responsibility to self-disclose individual needs to the instructor on the FIRST scheduled lecture.

Communication from Instructor: Log into your Maricopa.edu student email account regularly for instructor feedback and weekly updates. Information to forward GCC emails: <http://www2.gccaz.edu/technology-help/student-email>

Course Content: Course content, assignments, and scheduling may vary to meet the needs of student interests or trends. This syllabus is as complete and accurate as possible:

While there are no major changes anticipated for course expectations, Instructor reserves the right to modify the syllabus, outline and assignments to reflect classroom needs; current trends and societal issues presented by students. Students will be notified by the instructor of any changes by Canvas, email, and Announcements.

GCC Student Academic Misconduct (AR 2.3.11)

Source: <https://chancellor.maricopa.edu/public-stewardship/governance/administrative-regulations/2-students/2.3-scholastic-standards/2.3.11-academic-misconduct>

A. Definitions

1. Academic Misconduct - includes misconduct associated with the classroom, laboratory or clinical learning process. Examples of academic misconduct include, but are not limited to, cheating, plagiarism, excessive absences, use of abusive or profane language, and disruptive behavior and/or threatening behavior.
2. Cheating - includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, assessment tests or examinations; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; or (c) the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff.
3. Plagiarism - includes, but is not limited to, the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Information gathered from the Internet and not properly identified is also considered plagiarism.

B. Sanctions

Any student found by a faculty member to have committed academic misconduct may be subject to the following sanctions: (Note: sanctions 1, 2, 3, and 4 may be imposed by a faculty member. The faculty member may recommend to the department chairperson and the vice president of academic affairs or designee that sanctions 5, 6, or 7 be imposed. College suspension or expulsion will be imposed only by the vice president of academic affairs or designee.)

1. Warning - A notice in writing to the student that the student has violated the academic code.
2. Grade Adjustment - Lowering of a score on test or assignment.
3. Discretionary Sanctions - Additional academic assignments determined by the faculty member.
4. Course Failure - Failure of a student in the course where academic misconduct occurs.
5. Disciplinary Probation - Disciplinary probation is for a designated period of time and includes the probability of more severe sanctions if the student commits additional acts of academic misconduct.
6. College Suspension - Separation of the student from the college for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified. (A suspension from one Maricopa Community College will apply to all other colleges/centers in the District.)
7. College Expulsion - Permanent separation of the student from the college. (Expulsion from one Maricopa Community College will apply to all colleges/centers in the District.)

C. Appeal of Sanctions for Academic Misconduct

Students can appeal sanctions imposed for academic misconduct by following the instructional grievance process (AR 2.3.5).

2.5.2 Student Conduct Code

The purpose of this Code is to help ensure a healthy, comfortable and educationally productive environment for students, employees and visitors.

Conduct Code link:

<https://chancellor.maricopa.edu/public-stewardship/governance/administrative-regulations/2-students/2.5-student-rights-and-responsibilities/2.5.2-student-conduct-code>

EED220 Course Topics/Competencies/Homework/Points
Summer 2018

Date: 5/30

Topic: Introduction/Identity & Environment

- Describe theoretical basis of child (birth to age eight) and family development within society.
- Explain the attachment process from infancy through third grade that occurs within families
- Identify potential threats to the forming of attachments and developing relationships.
- Explain the relationship between early development of the brain and social/emotional experiences of the young child (birth to age eight).
- Identify social contexts, including homes, early care and education environments, and other public places and programs, in which young children (birth to age eight) spend time
- Explain how changing demographics influence early childhood education programs and services

Homework: Article Reading, Discussion Board Participation, Personal Salad Activity, Child Activity

Date: 6/6

Topic: Culture & Community

- Contrast cultural and community influences on identity formation, relations with others, modes of communication and traditions of guidance
- Contrast the developmental characteristics of infants and young children through third grade as they relate to the familial expectations among cultural groups.
- Identify current trends in the larger society that threaten the formation of cultural identity in young children (birth to age eight).
- Identify varied responses of the early childhood professional (working with children birth to age eight) to changing demographics

Homework: Article Reading, Discussion Board Participation, ADL Checklist, Child Diversity Book Activity

Date: 6/13

Topic: Prejudice & Discrimination

- Identify varied responses of the early childhood professional (working with children birth to age eight) to changing demographics
- Examine the main cultural agents of attitude and value formation in young children (birth to age eight) and adults.

Homework: Article Reading, Discussion Board Participation, Personal Box Presentation

Date: 6/20

Topic: Age/Ability/Appearance & Stereotypes/Bias/Bullying

- Define major descriptors of child and family diversity, including gender, race, age, ethnicity, religion, national origin, sexual orientation, exceptionality, class, family structure and home language
- Define major descriptors of child and family diversity, including gender, race, age, ethnicity, religion, national origin, sexual orientation, exceptionality, class, family structure and home language

Homework: Article Reading, Discussion Board Participation, Cultural Experience Questionnaire

Date: 6/27

Topic: Alternative Holidays/Cultural Experience Sharing

- Determine, using professional ethical codes, whether a program appropriately serves the child and family within their community and culture

Course competencies are in blue

* Instructor reserves the right to modify or adjust the current course outline based on general classroom needs/interests



This guide has been developed in an effort to help students achieve a level of writing competence that will serve them effectively in their professional endeavors. The formats, tips, suggestions and resources have been compiled from a variety of sources and a resource list is provided at the end of this document.

Style and Formatting

The following information is designed following the guidelines published in the 2007 Walden University Student Handbook.

Font: Use a 12-point font, with black ink, throughout the document. Acceptable fonts include Garamond, New Courier, Palatino, or Times Roman. Be sure to use the same font and same black ink color throughout the document.

Spacing: Double space all of your work, except block quotes and the reference page.

Margins and Page Numbers: **All margins should be 1" from the edge of the paper. Paragraphs should start with the first word indented five spaces.** Page numbers belong in the upper right hand corner.

Emphasis: Use italics, not underlines, to set apart sections in your document if necessary.

Punctuation

The following are some examples of the most commonly missed punctuation errors:

1. In a series of three or more nouns, you must insert the word *and* or *or* for clarification. For example: apples, bananas, and oranges
2. When listing items in a sentence: The child needed three things: (a) a nap, (b) a blanket, and (c) a cookie. When listing vertical, it would look like this:
 1. A nap
 2. A blanket
 3. A cookie
3. The general rule for using numbers in a document is numbers 10 and higher appear as numerals; nine and lower are written out as words. The general rule for using percentages is to use the number, unless the percentage is at the start of the sentence, in which case you would write it out as a word.
4. Language: be sure your language is free of biases that reflect age, gender, race, disabilities, religion, etc., etc. Be sure to use formal writing in your papers; avoid the use of slang, abbreviations, text messaging lingo, acronyms, etc., etc.

Paragraphs

A good paragraph should contain at least the following four elements: Transition, Topic sentence, specific Evidence and analysis, and a Brief wrap-up sentence (also known as a *warrant*) –TTEB!

1. A Transition sentence leading in from a "citation" sentence or "quotation" to assure smooth reading. (one sentence)
2. A Topic sentence that tells the reader what you will be discussing in the paragraph. (one sentence)
3. Specific Evidence (descriptive personal or professional examples) and analysis that supports your citation selections and that provides a deeper level of detail than your topic sentence. (3-6 sentences)
4. A Brief wrap-up sentence tells the reader how and why this information supports or enhances your understanding. The brief wrap-up is also known as the warrant. The warrant is important to your paragraph because it connects your reasoning and shows that the information in the paragraph is related to your selected statement and helps demonstrate personal learning or insight. (1-2 sentences)

Citations

It is critical to cite the source of your work in the papers you write. When you incorporate someone's work into the papers you write, without giving the original author credit, it is considered plagiarism. There are many different acceptable ways to accurately cite the information from sources. The most common citation method is to identify the source in the text, putting the author's last name and the publication year in parenthesis, with the page number of the cited material. By using the author's last name, it provides the reader a link to the reference page at the end of the paper, where the full publication information is found. It would be in your best interest to purchase an APA Writing Style Manual to assist you with the many different formats. A good writing reference book is:

Hacker, D. *A Writer's Reference* (St. Martin's Press, 2002)

Copyright ([AR 2.4.5](#))

Fair use is primarily intended to allow the use of copyright-protected works for commentary, parody, news reporting, research and education. However, not all uses in an academic context are automatically considered fair use.

The Copyright Act does not spell out the specific types of content reproduction that qualify as fair use. It offers an outline as to how to analyze whether fair use may apply in a particular situation. As a result, the Copyright Act leaves it up to the individual to determine, based upon the factors in Section 107 of the Act, whether fair use applies in each particular circumstance. To avoid a potential legal challenge from the copyright holder, many institutions follow a policy of "when in doubt, obtain permission."

Plagiarism ([AR 2.3.11](#))

- **Plagiarism is defined as using someone else's work without giving them credit. You must put others' words in quotation marks and provide information (citation) on the source.** This is necessary if you are repeating exactly what was said or when paraphrasing ideas.
- Plagiarism includes but is not limited to, the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Information gathered from the internet and not properly identified is also considered plagiarism (GCC Academic Misconduct Policy, 2017 Student Handbook). Plagiarism is a form of cheating in which a student **falsely represents another person's work as his or her own** – it includes, but is not limited to: (a) the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; (b) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; and (c) information gathered from the internet and not properly identified.
- Why should you care about plagiarism? Because the effects of it impact you in many ways.
 - If you plagiarize, you are cheating yourself. Instructors provide you with feedback on your work. If you **plagiarism, you won't be receiving any feedback geared to help you improve your skills. Plagiarism means someone else has done all the work...and you are** taking all the credit!
 - Plagiarism is dishonest and is a form of cheating.
 - Plagiarism violates GCC and MCCCCD academic standards.
 - **Plagiarism devalues others' original work. Submitting a professional paper as your own is providing you an unfair advantage of those students who prepare their own work.**
- According to the 2017 GCC Student Handbook any student found by a faculty member to have committed academic misconduct may be subject to the following academic consequences, based on the faculty **member's judgment of the student's academic performance**
 - Warning - A notice in writing to the student that the student has violated the academic standards as defined in 1.A.
 - Grade Adjustment - Lowering of a grade on a test, assignment, or course.
 - Discretionary assignments - Additional academic assignments determined by the faculty member.
 - Course Failure - Failure of a student from a course where academic misconduct occurs

If the misconduct is sufficiently serious to warrant course failure, and if either (a) the failure results in a student being removed from an instructional program or (b) the student refuses to accept responsibility for the misconduct and its academic consequences, the faculty member will, in addition to awarding the course grade, consult the department chair and the vice president of academic affairs as to whether institutional sanctions set forth below should be sought under [AR 2.5.2](#). Regardless whether the student has accepted responsibility for academic consequences, in all cases of academic misconduct the faculty member may make recommendations for sanctions and may file a written complaint of misconduct. The vice president of academic affairs will serve as the student conduct administrator in all academic misconduct cases, and will follow the procedure established in [AR 2.5.2](#) to evaluate whether disciplinary sanctions are warranted. College probation, suspension, or expulsion will be imposed only by the vice president of academic affairs or designee, and only after the student has received the procedural rights provided in [AR 2.5.2](#).

A. Disciplinary Probation - Disciplinary probation is for a designated period of time and includes the probability of more severe sanctions if the student commits additional acts of academic misconduct.

B. College Suspension - Separation of the student from the college for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified. (A suspension from one Maricopa Community College will apply to all other colleges/centers in the District.)

C. College Expulsion - Permanent separation of the student from the college. (Expulsion from one Maricopa Community College will apply to all colleges/centers in the District.)

References

Glendale Community College: What Students Should Know about Copyright. Retrieved from

<https://legal.maricopa.edu/student-and-faculty-resources/intellectual-property/what-students-should-know-about-copyright>

Glendale Community College Student Handbook 2017-18. Retrieved from <http://www.gccaz.edu/student-life/office-student-life/student-handbook>

Purdue University. The Owl at Purdue: APA Overview and Workshop. Retrieved from

<http://owl.english.purdue.edu/owl/resource/664/01/>

GCC Syllabus, College Policies and Student Handbook Acknowledgement

Course: EED220 Section: 10542 Term/Year: Summer 2018



Student Information

Print Student Name/Email: _____ Student ID# _____

Emergency Contact Name/Relationship/Phone Number: _____

Photo Permission and Intellectual Property Agreement

I believe my image will be a positive representation and authorize Glendale Community College and the Maricopa County Community College District and those acting pursuant to its authority to:

A. Record my participation and appearance in:

Name of event: EED220 Child, Family, Community and Culture

Date/s: May 30 – June 27, 2018

Photo shoot location: Glendale Community College T1-113 Photographer: Gina Weatherly/GCC Faculty

On video or audio tape, in photographs, or in any other recorded medium. I understand that these recordings may be used by Glendale Community in any medium, including print, web, video or audio.

B. Exhibit or distribute material containing my image in whole or part without restriction or limitation for any educational or promotional purpose that Maricopa Community Colleges and those pursuant to its authority deem appropriate.

- I understand my instructor may request my written permission to publicly display projects/assignments completed for this course.

- I understand that all PowerPoints, videos and Wiki pages authored by the instructor cannot be electronically extracted from Canvas without written permission from the instructor.

- I understand that any assignment completed for a different course or college may not be submitted for any assignments specific to this course.

Student Signature: _____ Date: _____

Mature Adult Content – This course includes Content of an Explicit Nature

A. I am at least 18 years old and thereby an adult in the State of Arizona

B. I am choosing to take this course voluntarily and I am not being pressured to take this course

C. I will not be able to bring visitors to this class or on field trips.

D. I understand this class deals with sexual material of an explicit nature, including films, slides, text, pictures, lectures, guest speakers, reading, field trips and classroom activities.

E. I agree to respect the dignity of all people in relation to this course, whether or not I personally agree with their opinions or behavior.

Student Signature: _____ Date: _____

Special Accommodations; Learning Needs and Self-Reporting

It is the responsibility of students to self-identify learning needs and special accommodations. Describe any medical or academic challenges that you feel may impact successful participation or completion of assignments for this course.

Only students who provide the instructor paperwork from the Disability Office on the FIRST scheduled lecture will receive modifications/alternative assessment considerations.

Confirmation of Review and Responsibility of Syllabus, GCC College Policies and Student Handbook:

I confirm that I received a course syllabus and understand my student responsibilities (Per week: Attend 3 hour In-class lecture; review 2.6 hours Online Lecture resources; and expect 11.25 hours homework) I understand that as a fast track 5 week hybrid class, I cannot miss any of the scheduled classes. I will comply with college policies, student handbook guidelines; course requirements and completion of assignments to earn a grade.

Student Signature: _____ Date: _____

EED220 Assigned Reading Articles – Summer 2018



Week 1: Identity & Environment

1. Helping Children Develop a Sense of Identity
2. The importance of Attachment
3. Caring Relationships – The Heart of Early Brain Development
4. Diversity and Inclusion in Early Care and Education
5. Creating Trauma Sensitive Classrooms – Preschool –Third Grade

Week 2: Culture & Community

1. Culturally Responsive Strategies
2. Culturally Appropriate Positive Guidance with Young Children
3. Cultural Identity and Teaching
4. Two Homes One Classroom – Inclusive Practices That Work
5. Understanding Culture

Week 3: Prejudice & Discrimination

1. Fair Play
2. Talking to Young Children about Bias and Prejudice
3. Rocking and Rolling Reflection–The First Step for Addressing Bias in Infant & Toddler Programs
4. Beyond the Golden Rule
5. Becoming Upended – Teaching and Learning about Race

Week 4: Age, Ability & Appearance & Stereotype/Bias/Bullying

1. Preventing – Responding to Relational Aggression - Preschool
2. Inclusion and Disability - NAEYC
3. 9 Common Mistakes Parents Make - Weight
4. Overcoming Ageism through Children
5. Gender Identity and Expression in the Early Childhood Classroom

**Creative
Resources**
for the
**Anti-bias
Classroom**



NADIA SADERMAN HALL

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