



**I. COURSE DESCRIPTION:**

Using the anti-bias approach, this course explores the impact of diversity within early childhood settings. In conjunction with a growing personal understanding of diversity, students will become aware of the diverse components of Canadian society. In order to increase knowledge, educators must be aware of ways that diversity can be reflected in program development.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. **act in a manner consistent with principles of fairness, equity, and diversity to support the development and learning of individual children, within the context of his/her family, culture and society**  
*(Reflection of CSAC Vocational Standard #9, 2002)*  
Potential Elements of the Performance:
  - develop a knowledgeable, confident identity as an individual and as a member of multiple diverse groups in Canadian society
  - recognize and express the value of diversity and commonality that exists among individuals
  - promote an environment of mutual respect
  - examine personal attitudes which may interfere with the formation of an anti-bias way of thinking
  - use skills required to combat bias, prejudice and discrimination
  
2. **identify the elements of diversity within Canadian society**  
*(Reflection of CSAC General Education #3 and #5 )*  
Potential Elements of the Performance:
  - define areas of bias
  - research resources and agencies that promote diversity reflective of Canadian society
  
3. **develop strategies that promote respectful interactions with children, staff, families and their communities in a respectful, accepting manner**  
*(Reflection of CSAC Vocational Standard #4 and 9)*  
Potential Elements of the Performance:
  - research resources, services and materials that promotes diversity in a respectful, accepting manner.
  - use developmentally appropriate intervention methods for promoting sensitivity to diversity issues

**III. TOPICS:**

1. Definitions and descriptions
2. Diversity issues
3. Examining personal biases
4. Diversity resources

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

- Wolpert, E. (2005). ***Start Seeing Diversity: The Basic Guide to an Anti-Bias Classroom.*** MN: Redleaf Press.
- Janmohamed, Z., (n.d.). ***Building Bridges: Lesbian, Gay, Bisexual, Transsexual, Transgender and Queer Families in Early Childhood Education.*** Not available in the bookstore.  
Can be downloaded from [www.childcareontario.org](http://www.childcareontario.org). (will be discussed in class)

**TEXTS PURCHASED IN OTHER COURSES BUT USED IN THIS COURSE**

- Haig, J., MacMillan, V., Raikes, G. (2010). ***Cites and Sources. 3<sup>rd</sup> Edition.*** Canada: Thomson Canada. (previously purchased)
- Kostelnik, M., Soderman, A., and Whiren, A. (2004) ***Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education.*** N.J.: Pearson Education. (previously purchased)

**V. EVALUATION PROCESS/GRADING SYSTEM:****ASSIGNMENTS 45%**

- Bias Reflections 15%
- Resource Assignment 30%

**TESTS 25%****IN-CLASS/WEEKLY ACTIVITIES 30%**

Various in-class/weekly assignments will be handed in and/or reported on in class.

- This is a “process” course, and class participation is **crucial**.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

## VI. SPECIAL NOTES:

### Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

### Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

### Specific Class Information

#### ***Assignments:***

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the instructor. If major assignments are late, both the following steps must be taken in order for the assignment to be evaluated;
  1. Major assignments that are late are to be handed in to Room E3209 (slip under the door).
  2. The instructor will be notified, through LMS, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to you indicating that the material has been received.
- Late, major assignments **will be deducted 5% per day** (20% maximum deduction). Major assignments, **more than one week late, will not be accepted.**
- All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section above about Plagiarism.
- In-class or weekly assignments are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work and discussions.
- Students are responsible for retaining a file of all drafts and returned assignments. Students should keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.
- Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.
- Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date.

#### ***Tests/Quizzes:***

- Tests/Quizzes must be completed on the date scheduled. If students are unable to attend **due to illness or extenuating circumstances**, contact the professor prior to the start of the test. An alternative date must be arranged before the next class.

#### ***Learning Environment:***

In the interest of providing an optimal learning environment, students are to follow these expectations;

- Students should be aware that the expectations for their conduct in class are outlined in the *Student Code of Conduct*
- Late students are expected to quietly enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed. Wait until after class to speak to classmates about missed material.
- Students are to keep private conversations out of the classroom.

#### ***Missed Classes***

- If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.