

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 diversity
- 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 promote diversity in a respectful, accepting manner.
- use developmentally appropriate intervention methods for promoting sensitivity to diversity issues

4. **Communicate professionally** (*Reflection of CSAC Essential Employability Skills*)

Potential Elements of the Performance:

- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- communicate clearly, concisely, and correctly in the written, spoken, and visual form

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 <http://www.oise.utoronto.ca/atkinson> (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. 3rd Edition.*** Canada: Thomson Canada. (previously purchased)
- Kostelnik, M., Soderman, A., and Whiren, A. (2011) ***Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education.*** N.J.: Pearson Education. (previously purchased)

V. EVALUATION PROCESS/GRADING SYSTEM:**ASSIGNMENTS****40%**

- Areas of Diversity Reflection 20%
- Expanding Our Awareness 20%

TESTS**30%****IN-CLASS ACTIVITIES****30%**

Students will be expected to come prepared to participate in various in-class assignments.

- 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.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

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.

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. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Specific Class Information

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. Students arriving late after other classmates have left the testing area will not be able to write the test.

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
- Students arriving late 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.
- Electronic Devices are not to be used in the classroom without permission from the professor. Please see Electronic Devices posted on the Student Portal for more information.

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.

*Specific Class Information continued...***Assignments:**

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. 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 professor 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 the student 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 about Plagiarism posted on the Student Portal.
- 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.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline. Students are expected to adhere to these expectations; therefore they must review the addendum and be familiar with these expectations.