Exploring Diversity
SSI 288/289; IHU 280/281; ED 388/389

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Office Hours: T/TH 11:00 – 2:00 pm and W 10:30 – 1:00 pm
Or you can call or e-mail to arrange another time that fits your schedule

Textbook: Roosevelt Thomas Jr., *Building a House for Diversity ISBN 81440463*
OPTOINAL texts for educators:
- Ruby Payne. *Framework for Understanding Poverty*
- Ann M. Johns. *Diversity in The College* Classroom
- Adams, M. Bell L., and Griffin P. (Eds.). (2007). *Teaching for Diversity and Social Justice* (2nd ed.) Taylor & Francis Group. ISBN: 978-0-415-95199-9
- Magolda, M. (Ed.). (2000). Teaching to Pormote Intellectual and Personal Maturity: Incorpoarting Students' Worldviews and Identities into the Learning Process. *New Directinos in Teachign and Learning*, Number 82, Summer. ISBN: 0-7879-5446

Educator Site: http://www.delta.edu/educator/index.asp
Diversity website: http://www.delta.edu/diversity
Other: 3-ring notebook to organize course documents

What to Expect

Flexible schedule. This is a CNET (hybrid) course that will meet face-to-face for seven class sessions. The remainder of the class activities will involve *online* class discussions, readings, web explorations, and film analysis. Visit http://www.delta.edu/diversity for more information.

Diverse class roster…the student sections of this class: SSI 288 or IHU 280 (2 credits) plus SSI 289 or IHU 281 (3 credits with 15 hour project) meet simultaneously with the faculty/staff sections ED 388 (2 credits) or ED 389 (3 credits with teaching/assessment project). SSI 288/289 (Social Science Interdisciplinary) will transfer as social science credit and IHU 280/281 (Interdisciplinary Humanities) will transfer as humanities credit. *Keep this syllabus and the course outcomes and objectives in case there are questions about equivalency at your transfer institution. If you have questions visit Delta's Transfer Articulation web page at:* ***http://www.delta.edu/artic/***

Interdisciplinary approach. Panel discussions, story telling, guest speakers, case studies, role playing, film analysis and online resources will be used to explore the personal and social impact of age, gender, race, ethnicity, religion, socioeconomic status, sexual orientation and other aspects of human variation. We will expand the definition of diversity and focus on common values. You will have an opportunity to explore, reflect and practice techniques that will assist you in the workplace and in your personal interactions in a changing world.

Active Learning. This class is built on the premise that we all have unique characteristics and experiences that make up the diverse and complex fabric of our global society. With that in mind, each of us has much to contribute to the learning process. I will serve as the facilitator to this exploration of diversity. During the semester take every opportunity to contribute personal experiences, travels, articles, websites, other resources and your own world-view and to the

learning process via the Discussion Board. This is also a safe place to ask questions, share values and offer perspectives. *I am looking forward to working with each of you to make this class a meaningful, interactive, enjoyable and transformative learning experience.* For more about what former students have said about the class go to:
http://www.delta.edu/diversity/takeclasses.html

Grading

Essays. Two personal essays worth 25 points each. The *I Am…Essay* will be due by the second class session and the *Final Diversity Exploration Essay* will be due the last week of class (2 x 25 pts. = **50 pts**.)

Assigned Discussion Board Posts. Most of our class discussions will take place online. You will be posting at least twice to at least two different discussion board forums each week. Suggested steps for writing a quality post:

1) clear and specific title,
2) briefly summarize what you learned
3) relate the information to class topics;
4) end with a question that might prompt further discussion.

See the scoring criteria and rubric for more details. (Lowest score will be dropped at the end of the semester (@15 x 10 pts. = **150 pts**.)

Overall Class Participation. The foundation of this course is built on student engagement and participation. Both verbal and online participation will be subjectively evaluated. I will be considering oral participation, attendance and contributions to each of the Discussion Board forums. Additional commentaries in which you review outside resources such as videos, documentaries, community events, movies and books will also contribute to your overall participation grade (**25 pts**.)

****Project (SSI 289, IHU 281, Ed 389) ONLY those enrolled in the three-credit version of the course are required to complete a project.** Students can find more details about cultural immersion or service learning projects on the class Educator site. Faculty and staff: please talk with me about designing a teaching/learning experience or assessment project that will help you infuse diversity related-activities into your course. *If you are enrolled in the 3 credit versioin of the course you will need to submit a brief written proposal for your project before the second-class session.* ***(50 pts.). Go to Educator >Course Documents>Getting Started Folder for more information.***

Course Policies

BE RESPONSIBLE. I expect that you will turn in assignments, submit DB posts, and make presentations on time. All I ask is that you act *responsibly* – you need to initiate communication concerning your individual situation if a problem arises.

ATTENDANCE. If you miss class you are responsible for all notes, announcements and assignments given during that session. Please communicate with your classmates and/or me if you cannot be present. Since this class meets only 7 times during the semester missing a class is extremely frowned upon. You cannot earn an "A" unless you attend all 7 face-to-face class sessions. *In case of an extended illness or emergency situation, please speak with me.*

INSTRUCTOR-INITIATED DROP. Delta policy requires that attendance be noted. If you miss two consecutive class sessions without contacting me and discussing the situation, I may

drop you from the course through the instructor-initiated drop process. In this case, you will receive notification from the registrar's office.

MODIFYING SYLLABUS. In order to take advantage of as many opportunities for learning as possible I may revise the course schedule as far as the speakers and panels are concerned. Changes will be announced in advance on Educator.

RESPECT for different points of view will be expected at all times. I also ask that you respect the privacy of others. Please keep in mind, at all times, the "Ground Rules" discussed on the first day of class.

Grading Scale

A simple percentage scale will be used. Total points will be recorded and converted to a percentage by dividing the points you have earned by the total points possible. Grades will be assigned according to the scale below.

A 93-100	**B 83-86**	**C 73-76**	**D 60-66**
A- 90-92	**B- 80-82**	**C- 70-72**	**E below 60**
B+ 87-89	**C+ 77-79**	**D+ 67-69**	

General Education Outcomes

The Delta College faculty, in conjunction with area employers and numerous others, believe general education outcomes are important for community college graduates, whether they are going immediately into the workplace or continuing their education. Achievement of these outcomes does not occur in a single course; rather, these outcomes are achieved by experiencing them in several courses and in several contexts over an extended period of time. The general education outcomes come from the following broad areas:

Ability Outcomes	**Process & Values Outcomes**
• Communicate effectively in Reading and Writing • Communicate effectively in Speaking and Listening • Think Critically • Access, Analyze and Use Information • Qualitative Literacy	• Citizenship • International/Intercultural • Interact Productively with Others • Diversity • Wellness • Aesthetics • Technology

Details on the general education outcomes can be found at: http://www.delta.edu/gened.

Valuing Diversity

Teamwork and diversity are characteristics valued by today's employers and vital in a pluralistic society. You are encouraged to work together as a team to get the most out of your learning experience. Active learning, teamwork and respect will be expected and rewarded in this class. I encourage you to ask questions, offer insights and personal experiences, and work collaboratively when appropriate. Your full participation will make the class more meaningful and enjoyable for everyone…it also makes the learning process more social and therefore more fun. I need your help to make this class an enjoyable learning experience; I can assure you that it will be enlightening. Each person in the class is encouraged to help create an environment that promotes learning, dignity and mutual respect.

Ground Rules for Discussion

- Listen actively -- respect others when they are talking.
- Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on the idea not the person or group.
- Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
- The goal is not to agree -- it is about hearing and exploring divergent perspectives.
- Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.
- Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
- Out of respect for each other please be on time, do not leave unless excused, and set your cell phone to vibrate. Do not skip class your contributions are important.
- Respect the privacy and confidentiality at all times – "Vegas Rule".
- Be conscious of body language and nonverbal expressions -- they can be as disrespectful and hurtful as words.

The Course Schedule will be handed out the first day of class or e-mailed to you directly.