

Wayland Mission Statement

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

Contact Information

Course: JUAD/SOCI 3320 VC01 – Cultural Diversity

Campus: WBUonline

Term/Session: Fall 2, 2020

Instructor: Shiri Pollack, Ph.D.

WBU Email Address: shiri.pollack@wayland.wbu.edu

Office Hours, Building, and Location: N/A – WBUonline / Virtual Campus

Class Meeting Time and Location: N/A – WBUonline / Virtual Campus

Textbook Information

Required Textbook(s) and/or Required Materials:

Diversity and Society: Race, Ethnicity and Gender, 6e Healey and Stepnick, 2020 ISBN: 9781506389059

*The textbook for this course is part of the **Wayland's Automatic eBook** program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore [Automatic eBook FAQ](#) page.*

Course Information

Catalog Description: A comparative analysis of the diverse cultural groups in the United States and their changing sociological, economical and political status.

There is no prerequisite for this course.

Course Outcome Competencies: Upon completion of this course, students will be able to:

- Outline the unique experiences of minority groups in the United States
- Apply specific terminology from the sociology of race/ethnicity
- Identify the social factors that contribute to racial stratification and how racial stratification impacts minority group members' lives
- Identify how to appropriately resist generalizations across groups

Attendance Requirements

WBUonline (Virtual Campus)

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

University Policies

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, trifilot@wbu.edu or call (806) 291-3745.

Student Grade Appeals: Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of

the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

[WBU Catalog](#)

Course Requirements and Grading Criteria

Students are expected to participate in discussion board forum assignments, to read the text material, and to submit two papers (family study on the ethnic background of both parents or other significant people in your lives and the final paper).

Class Design, Format and Structure:

1 -Discussion Forums

Points for Submissions through Week Four, including the Essay on Ethnicity: 100 points maximum

Points for submissions from Week 5 through Week 7: 100 points maximum

The Discussion Forums are structured to create collaboration and interaction. Posts are due no later than Saturday 11:59 PM PDT of each week. In general, I will be posting weekly one or more questions relating directly to the text, and questions challenging you **to synthesize and apply** the course material in some way to situations in your community, profession, and to current national and global issues. For full credit, weekly discussion responses must include references to the text material ie: through summarizing concepts, citing examples that demonstrate the concept, and direct quotes or references to the readings to **demonstrate your memory, integration and synthesis** of the material. Personal opinions and experience are welcome but do not replace text references.

One goal of the discussions will be to stimulate your thinking beyond the text so you can apply it to your personal, professional, and community life. You will not receive a grade on each discussion posting; rather you will receive a total point score based on the quality of all your postings.

During each week, post your response to each of my forum questions listed in Discussion Board. **Post at least on two different days and also to at least three other students during the week.** After week four, each student will receive an email from me with suggestions for your work, along with the posting of a score in the Grade Center for week one through four. Similarly, a point score in the Grade Center for weeks 5-7 will be posted.

Week 4 Essay: family study on the ethnic background of both parents or other significant people in your life. To allow for all student learning and benefit, should be posted in Discussion Board. Two pages in length. By reading other student's essays, everyone will learn more about minority ethnic issues and stratification processes, even if your personal experience does not include that of a minority group. This will include an interview.

Criteria Rubric for Evaluation of Participation in discussion forums and Week 4 paper: Evaluation is Based on: your integration of concepts we have covered with specific examples and citations, the clarity and organization of responses, correct grammar, the demonstration of critical thinking by applying our concepts to contemporary issues (such as those in your local community, nationally, or globally), and

discussion of appropriate examples to demonstrate your understanding of issues in cultural diversity. Enjoy selecting supplemental material from the resource link in the course menu to augment your responses in Discussion Board.

Please note: There is a sample Week 4 Essay on Ethnicity and a Sample Final Paper in links under the course menu.

2- Final Paper: Rubric for Evaluation

For 90-100 pts: Must include: Critical thinking in the discussion summarizing and applying theories and concepts from our text, as well as additional resources; an intro and concluding paragraph demonstrating the synthesis of research material through insights gained; detailed discussion of challenges and specific societal contributions; a historical context as well as contemporary issues are presented; detailed citations and references; correct grammar and sentence structure within a clearly organized paper format. For 80-89 points: The presentation has some of the elements above, but lacks sufficient detail. For 70-79 points, the paper lacks critical application of theory and concepts but does have some basic presentation of content that we addressed. For 60-69 points, it is obvious that some effort has been made to respond and some basic knowledge has been acquired, but lacks in the items above. Grades for graded assignments will generally be posted within 10 days of the due date.

Requests for extension due to extenuating circumstances.

All assignments are due the date set to keep the course running smoothly and to honor my own commitment to reviewing student work. Keep this in mind as you plan your time. Incompletes must be within the college guidelines for incomplete requests. See details in the University grade scale section below.

I need a minimum of a 3-day notice prior to an assignment due date for on an extension request. This includes students on disability. Then I will review a request for an extension, upon your written request to me, for up to two assignments, subject to my approval. (Any extension applies only to work that was due prior to Week 7.) If I agree, the latest extension that I may agree to will be Wednesday of Week 7; otherwise the letter grade appropriate for the work submitted to that point will be assigned. Only one assignment will be considered for an extension. Late work between weeks 7 and 8 will not be accepted.

Another option would be an Incomplete, which must be completed by the end of the following term, according to WBU policies. Again, this assumes that only one or two assignments need to be made up. If you wish an Incomplete, be sure to email me by Wed of Week 6 that you would like an incomplete. Past that date, a request for incomplete will not be accepted. This request must be student initiated.

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Tentative Schedule

Course Term October 19- December 19, 2020

Although posts are due by Saturday of each week, I encourage participation throughout the week to maintain a high level of class interaction. Complete the DB forums for each week in BB. The forums I posted are based on these readings and my lecture notes in the DB.

Week 1 October 19-24: Student Success and beginning to learn concepts regarding ethnic/racial diversity; instructions and details posted in discussion forum..... In addition read Chapter 1.

Week 2- October 26-31: Review Chapter 1; Read Chapters 2 and 3. Pick any article of your choice from Supplemental Reading list.

Week 3- November 2-7: Read Chapter 5. Pick any article of your choice from Supplemental Reading list.

Week 4- November 9-14: Ethnic Origin of Family Paper Due Saturday. It is to be posted and to be answered in discussion forum. Sample paper in Course Menu.

Week 5- November 16-21: Review Chapter 3. Read Chapter 4. Pick one supplemental article of your choice.

Last day to drop course with W is November 20

Week 6-November 30- December 5: Paper: Comparing 2 Ethnic Groups: due Saturday. It is to be posted and to be answered within the Discussion Forum for credit for this term. Discussion Forum for more details. See Sample Final Paper in Course Menu.

Week 7- December 7-12: Read Chapters 8 and 9. To receive credit for this term, any previously INSTRUCTOR accepted make-up work (see extenuating circumstances in syllabus) is due by Wed of Week 7. No exceptions. See WBU policies for Extenuating Circumstances before emailing me. Any late work that occurs after this point, may not be accepted for make-up credit

Week 8 December 14-19: Chapter 8. Pick some Supplemental Reading to augment your responses. Cite the resource used.

Final Discussions Summarizing Course and Applications: Read and apply a reading of your choice from Supplemental Reading list.

This schedule may be subject to change.

Enjoy selecting supplemental material from the resource link in the course menu to augment your responses in Discussion Board.

Additional Information

Evaluation Feedback:

Students will receive an email mid-term assessing their points and quality of posts. In addition, an email is sent evaluating the papers, along with the points posted in the Grade Center. I also will be checking in with each of you through the term just to see how you're doing.

Revisions on assignments are not accepted after the due date for any reason.

Because interaction is an integral part of learning and teaching in this class, to receive a grade of either an A, B, or C the student must have participated in all Discussion Forums with at least 3 posts weekly.

Family study essay on the ethnic background of both parents or two significant people in your life:

To be posted in the Discussion Forum in the equivalent of two pages double-spaced. Please note the text for essays should be placed directly into a discussion board post, not as an attachment. The easiest way to do this is to write your essay in a word processor such as Word, and then copy and paste the essay text into the discussion post.

This can be a wonderful opportunity to talk with family/community members you may not have contacted in a long time. Write about their cultural values, the challenges and the successes they may have faced during their lives because of their ethnicity. If you are unable to obtain info on your family, choose someone who has been or could be significant in your life. Phone interview, email, or in-person contact could all be helpful and be appropriate. You can also obtain info on-line about their cultural heritage by doing research. Include references to concepts in the text, as well as other research. Include a description of the impact on you personally of gathering this family information. Responses are to be submitted by Saturday of week four. Be sure to respond to at least two other students' posts with paragraphs rather than single sentences to allow for detail.

Final Paper:

Compare the challenges and accomplishments of two ethnic groups of your choice. This will be answered in the discussion forum for week 6. Please note the text for essays should be placed directly into a discussion board post under the Final Paper thread, not as an attachment. The easiest way to do this is to write your essay in a word processor such as Word, and then copy and paste the essay text into the discussion post.

Be sure to include discussion of perspectives on multiculturalism, as well as specific examples of their challenges and successes. How have accomplishments of those groups benefited society? How have some of their struggles given rise to new perspectives on living in a multicultural society. Give some examples of individuals or movements within those groups, such as the Civil Rights Movement and Dr. King. Include references to the text and specific concepts we have covered on topics such as the psychology of prejudice, majority/minority relations, assimilation and accommodation, etc. References from newspaper articles, websites should be included along with references to the supplemental material I list in the syllabus. It should be the equivalent of 3 pages double-spaced. Due Saturday of the 6th week of class. No extensions will be accepted, so plan ahead if you need to because of extenuating circumstances and prepare it in advance. (See WBU policy for extenuating circumstances before emailing me with concerns regarding due date exceptions).

Technical Difficulties:

Just a reminder that in on-line classes technological difficulties may arise from time to time; it is the student's responsibility to contact the VC department if you are posting and for some reason it isn't showing up. 1-866-547-9192 or 1-806-291-3540 or email virtualcampus@wbu.edu To receive credit, all work must be uploaded within Blackboard. Do not email me assignments through BB.

I will be checking in with each of you personally through the course, to support you in your success in this course.