

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: SOSC 3320 VC01 – Cultural Diversity

Campus: WBU Online

Term/Session: Fall 2 2026

Instructor: Ms. Jasmine Davis, LMSW

WBU Email Address: jasmine.j.davis@wayland.wbu.edu

Office Hours, Building, and Location: N/A —Virtual Campus, by appointment only. Please email me to set up meeting over Microsoft TEAMS.

Class Meeting Time and Location: WBU Online/Virtual Campus

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.

Textbook Information

Required Textbook(s) and/or Required Materials:

Title	Author	Publisher	Ed.	Year	ISBN#
Diversity, Equity, and Inclusion in an Intercultural Society	Tyus and Jackson	Kendall Hunt	1st	2021	9781792481611
Diversity, Anti-Racism, and the College Experience	Thompson and Cuseo	Kendall Hunt	3rd	2022	9781792465765

*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.

Optional Materials: American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. ISBN-10: 143383216X; ISBN-13: 9781433832161

Other readings as assigned

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

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

[Link to Statement on Academic Integrity](#), and reference one of the following in regard to how generative artificial intelligence (GAI) such as ChatGPT may or may not be used in this course:

- a. Generative AI tools permitted in specific context and with proper citations.

- i. Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students **must** properly cite the generative AI tool in their submitted work. **(only for word cloud assignment)**
- ii. While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate to content must be properly referenced and cited.
- iii. Specific parameters for generative AI usage are provided by the instructor.
- iv. Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.

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 Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. 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. Rick Hammer, hammerr@wbu.edu or call (806) 292-9150.

Course Requirements and Grading Criteria

Assignments:

Required First Assignment – No points

Students are required to complete the designated first assignment to establish participation in the course. This assignment must be submitted by the specified deadline 10/16/26 by 11:59 PM CST and is required regardless of its point value.

Syllabus Quiz – 2 points

Students will complete a syllabus quiz to demonstrate their understanding of course expectations, policies, grading criteria, assignment requirements, and important deadlines. Students are highly encouraged to review the course syllabus before completing the quiz.

8 Weekly Reading Quizzes – 5 points each (40 points total)

Students will complete eight weekly reading quizzes worth 5 points each. Quizzes will assess understanding of key concepts, terminology, and topics from the assigned readings in both course textbooks.

- Quizzes may include multiple-choice, true/false, and application-based questions. Students are expected to complete the assigned readings before attempting each quiz.
- Students may use any course materials provided and notes to complete each quiz.

4 Discussion Boards – 5 points each (20 points total)

The discussion boards are structured to encourage collaboration and critical engagement with peers. Each week contains prompt(s) connected to the assigned textbook chapters. Initial posts are due no later than Thursday 11:59 PM of each week unless otherwise noted. Replies to at least (3) classmates are due by Sunday 11:59 PM.

For full credit, discussion responses must:

- Reference course material (summarize concepts, cite examples, or use direct quotes).
- Apply sociological terminology accurately.
- Relate content to real-world events, community issues, or personal observations.
- Initial post word count should be at least 100 words
- 3 peer responses should be at least 50 words and be more than “I agree.”
- Use APA 7th edition for in-text citations and references if applicable. Posts will be graded on both frequency (multiple days of participation) and quality (depth, analysis, and contribution to class learning).

“Where I’m From Poem and Peer Responses – 5 points total

This assignment encourages students to explore how their backgrounds, families, communities, values, and experiences contribute to their cultural identities.

- Students will create an original poem consisting of approximately 3–5 stanzas describing the people, places, traditions, memories, and experiences that have influenced who they are.
- Students will record themselves reading their poems and upload the recordings to the designated discussion board. Students must also provide meaningful responses to at least two classmates.
- Example: A poem may describe childhood neighborhoods, familiar foods, family sayings, holiday traditions, music, cultural practices, or individuals who helped shape the student’s identity.
- Students are encouraged to express themselves creatively and share only information they feel comfortable disclosing.

Cultural Identity Word Cloud Activity – 3 points total

Students will revisit their “Where I’m From” poems and create a word cloud using meaningful words or phrases that reflect their cultural identities, backgrounds, and personal experiences.

- Students may use an online word-cloud generator or another creative format to organize their selected words visually.
- Students will submit their word clouds and provide a brief reflection explaining how the visual representation communicates their identity differently from the original poem. Students will also respond meaningfully to at least two classmates
- Example: A student’s word cloud may include words such as family, faith, community, resilience, traditions, education, hometown, or other meaningful aspects of their experiences.
- This activity encourages students to recognize how personal experiences and cultural influences contribute to identity.

Out-of-Comfort Zone Paper – 16 points total

This assignment encourages students to explore a culture, community, religious tradition, or social group outside their usual experiences and develop a deeper understanding of cultural differences, perspectives, and identities.

Students will select one of the following options:

- **Community or Cultural Experience:** Attend a cultural event, religious gathering, community program, cultural center, or other educational experience involving a community different from their own.
- **Informational Interview:** Conduct a voluntary informational interview with an individual whose cultural background or experiences differ from their own.
- **Virtual Cultural Exploration:** Research and explore a different cultural community through credible online resources, documentaries, virtual events, recorded interviews, or educational materials.

Examples: Attending a religious service from a different faith tradition, participating in a cultural festival, interviewing someone about their cultural traditions, exploring a virtual cultural museum, or watching an educational documentary featuring perspectives from a community unfamiliar to the student.

Paper Requirements:

- Length: 3–4 pages, excluding the title and references pages.
- Format: APA 7th edition, including appropriate citations and references.
- Introduction: Identify the culture or community explored and explain the reason for selecting it.
- Prior Understanding: Discuss existing knowledge, expectations, assumptions, or questions before the experience.
- Cultural Exploration: Describe the experience, interview, or virtual research and discuss what was learned.
- Cultural Awareness: Identify relevant issues related to stereotypes, prejudice, discrimination, cultural differences, or social inequality, where applicable.
- Reflection: Discuss how the experience challenged, confirmed, or expanded previous understanding.
- Application: Connect the experience to at least two course concepts and explain how the knowledge gained could be applied when interacting with or supporting individuals from different backgrounds.
- Conclusion: Summarize the most meaningful lessons learned.

Students must incorporate course concepts and appropriate supporting sources. The assignment will be evaluated on cultural understanding, depth of reflection, application of course material, and clarity of writing. All three participation options will be evaluated equally. Students are not required to disclose personal circumstances or explain their choice of a virtual experience.

Special Topics in Cultural Diversity Presentation — 15 Points

Students will complete an individual, recorded PowerPoint presentation exploring an instructor-assigned topic related to cultural diversity, intercultural communication, racism, inequality, or social justice. The presentation will require students to explain their assigned topic, develop a realistic scenario, and demonstrate how they would respond to the situation using concepts and strategies learned throughout the course.

Presentation Requirements:

- Length: 5–10 minutes.
- Format: Recorded PowerPoint presentation, approximately 6–10 slides, including title and references slides.
- Topic Overview: Define and explain the assigned topic and its relevance to cultural diversity.
- Research: Incorporate information from course readings and at least 2 additional credible sources.

- Scenario Development: Create a realistic situation illustrating how the assigned topic might arise in a workplace, educational setting, health care environment, community organization, or everyday interaction.
- Application: Explain how the situation could be addressed using culturally responsive actions, communication strategies, and relevant course concepts.
- Reflection: Discuss the importance of cultural awareness, respect, and understanding when responding to the scenario.
- Peer Engagement: Upload the recorded presentation to the designated discussion board and respond meaningfully to at least (2) classmates.

Example: A student assigned the topic of implicit bias may develop a scenario involving a health care professional making assumptions about a patient based on their cultural background. The student would explain how implicit bias could influence interaction and demonstrate how they would address the situation through respectful communication, self-awareness, and culturally responsive practices. Topics will be assigned by the instructor. Students receiving similar topics must create their own independent presentations and scenarios.

This presentation serves as a culminating assessment of students' understanding and ability to apply cultural diversity concepts in real-world situations.

Grade Distribution

- Syllabus Quiz – 2
 - Weekly Reading Quizzes – 40 (8 @ 5 points each)
 - Discussion Boards – 20 (4 @ 5 points each)
 - "Where I'm From Poem and Peer Responses – 5
 - Cultural Identity Word Cloud Activity – 3
 - Out-of-Comfort Zone Reflection Paper – 15
 - Special Topics in Cultural Diversity Presentation – 15
- Total: 100 points

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.

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.

Tentative Schedule

The following calendar outlines weekly topics, assigned readings, and assignment deadlines. This schedule is tentative and subject to change at the discretion of the instructor. Students will be notified in advance of any adjustments. **ALL assignments must be submitted on or before December 12, 2026, at 11:59 PM CT.**

Week	Dates	Module	Readings	Assignments/Deadlines
Week 1	10/12/26-10/18/26	#1: Introduction to Diversity, Equity and Inclusion	Thompson-Cuseo Chapter 1; Tyus and Jackson Chapters 1-2	1. Required First Assignment – due Friday, 10/16/26 at 11:59 CST 2. Discussion Board #1 – Initial post due Thursday at 11:59 PM CST; 3 peer responses due Sunday at 11:59 PM CST. 3. Quiz 1 – due Sunday at 11:59 PM CST. 4. Additional materials (videos, articles, podcasts) may be assigned.
Week 2	10/19/26-10/25/26	#2: Understanding Culture, Identity, and Diversity	Thompson-Cuseo Chapter 2-3; Tyus and Jackson Chapter 5	1. Quiz 2 – due Sunday at 11:59 PM CST. 2. Where I am from Poem - Initial post due Thursday at 11:59 PM CST; 3 peer responses due Sunday at 11:59 PM CST. 3. Additional materials (videos, articles, podcasts) may be assigned
Week 3	10/26/26-11/1/26	#3: Bias, Stereotypes, Prejudice, and Cultural Competence	Thompson-Cuseo Chapters 4-5; Tyus and Jackson Chapter 3	1. Discussion Board #2 – Initial post due Thursday at 11:59 PM CST; 3 peer responses due Sunday at 11:59 PM CST. 2. Quiz 3 – due Sunday at 11:59 PM CST. 3. Additional materials (videos, articles, podcasts) may be assigned
Week 4	11/2/26-11/8/26	#4: Understanding Racism and Cultural Differences	Thompson-Cuseo Chapter 6; Tyus and Jackson Chapters 4 and 6	1. Quiz 4 – due Sunday at 11:59 PM CST. 2. Where I am from Word Cloud – Initial post due Thursday at 11:59 PM CST; 3 peer responses due Sunday at 11:59 PM CST.
Week 5	11/9/26-11/15/26	#5: Systemic Racism: Housing, Education, and Employment	Thompson-Cuseo Chapter 7; Tyus and Jackson Chapter 11	1. Discussion Board #3 – Initial post due Thursday at 11:59 PM CST; 3 peer responses due Sunday at 11:59 PM CST. 2. Quiz 5 -due Sunday at 11:59 PM CST. 3. Additional materials (videos, articles, podcasts) may be assigned
Week 6	11/16/26-11/22/26	#6: Inequality in Healthcare and Criminal Justice	Thompson-Cuseo Chapter 8; Tyus and Jackson Chapter 13	1. Quiz 6 – due Sunday at 11:59 PM CST. 2. Out-of-Comfort Zone Reflection Paper
Week 7	11/23/26-11/29/26	-	-	-
Week 8	11/30/26-12/6/26	#7 Intercultural Communication, Relationships, and Conflict	Tyus and Jackson Chapter 7-10	1. Quiz 7 – due Sunday at 11:59 PM CST 2. Discussion Board #4 – Initial post due Thursday at 11:59 PM CST; 3 peer responses due Sunday at 11:59 PM CST.
Week 9	12/7/26-12/12/26	#8 Anti-Racism Advocacy and Applying Cultural Diversity	Thompson-Cuseo Chapter 9; Tyus and Jackson Chapter 12 and 14	1. Quiz 8 – due Sunday at 11:59 PM CST 2. Special Topics in Cultural Diversity Presentation Due + 2 peer responses

Additional Information

Technical Difficulties

In online classes, technological difficulties may arise from time to time. If you experience issues posting or submitting work in Blackboard (for example, if your work does not appear after you upload it), it is your responsibility to contact the Virtual Campus department immediately:

VC Contact Information

- Phone: 1-866-547-9192 or 1-806-291-3540
- Email: virtualcampus@wbu.edu

Blackboard Submissions

To receive credit, all work must be uploaded to Blackboard. Please contact me if you have any questions.

Late Work Policy

Late work will only be accepted if a student requests an extension from the instructor. Students are responsible for emailing the instructor in advance if they foresee difficulty submitting an assignment on time. All requests for late submission are subject to the instructor's discretion and will be evaluated on a case-by-case basis. Students are encouraged to communicate proactively about any challenges that may affect their ability to meet deadlines.