Diversity in Education
TDEV 497.02W
Fall Semester
2012

Instructor: Delores Rice, Ph.D. - Assistant Professor
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Office Hours: Virtual Daily
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:
No Textbook is Required. We will use course readings and digital resources.

Course Description:
TDEV 497 Diversity in Education (3 semester hours) provides a framework for understanding diversity in education and explores concepts, topics and ideas pertaining to diversity, culture and multicultural education. The course uses discussion, inquiry based and experiential activities to explore identity and social constructs, individually and group-oriented.

Student Learning Outcomes:
TDEV 497 Diversity in Education is intended to address the following COURSE learning outcomes.

The engaged learner will:
- Examine personal attitudes and goals regarding key issues in the field of educational diversity;
- Seek to understand multiple perspectives
- Identify key terms, issues, and challenges pertaining to diversity in education
- Explore personal identity and development for groups
- Examine the social constructs that influence diversity in the United States
- Utilize critical thinking skills in examining diverse issues
- Provide respect in communicating thoughts and understanding others
- Explore personal understandings of diversity and how these perspectives shape experiences

COURSE REQUIREMENTS

Course Expectations and Participation:
Active participation in this web-based course is required. It is recommended that you login and participate in the course daily.
Participation will vary depending on the task (reading course materials, posting a comment, reflecting on a discussion thread, etc.) required when you login.
You have maximum responsibility for your learning and involvement in the class. It is important that you keep up with the course materials and deadlines.
You are expected to contribute a high degree of participation and engagement with the course content to positively impact the learning experience for everyone.
You are expected to incorporate knowledge gained from the text, personal experiences, peers, and other resources to formulate ideas and your contributions.

**Instructional / Methods / Activities Assessments:**
Course discussions and reflections, rather than lecture, will be the primary method of instruction for the course. Therefore, it is imperative that you use your voice to share your perspectives, experiences, and concerns.

It is important to note that some topics might be emotional, uncomfortable, and personal. Although, the process may be difficult at times, it should be productive.
We are all responsible for creating and maintaining a safe learning environment for mutual learning, exploration, and discovery. As such, please adhere to the following guidelines:
- Maintain respect for all participants
- Seek first to understand, then to be understood
- Disagreements are expected however challenge ideas, not people
- Remain open
- Speak for yourself, not for others, not for groups
- Share your concerns freely with the class; if you are offended, say so and why
- No name calling or stereotyping. Derogatory comments will not be tolerated.

**Web Discussions, Reflections and Web Activities** [35%] – Due weekly
A grade will be assigned for participation in the discussion group for each module. You must participate/post in each discussion thread/activity in the module to receive credit for the module. However, only one thread or activity will be selected each week for grading. Full credit will be given according to the following:
Quality of writing - responses are free of grammar, spelling or punctuation errors
Frequency/Timeliness - participates throughout the week on several different days
Initial Posting - response fully addresses all aspects of the question/prompt
Follow-Up Postings - posts reflect upon comments from others and integrate different views to take the discussion deeper
Organization - thoughts are presented in a clear and logical manner, with details connected

Reponses are not merely a restatement of information or ideas already presented. You are expected to present new ideas for consideration, pose questions to explore a topic deeper, and/or add to perspectives presented. For each module, you are expected to post an initial response in each discussion thread/activity by Wednesday at 11:59pm and respond to at least one additional post in each discussion thread/activity by Friday at 11:59pm.

**Personal Identity Project** [10%] – Due September 9
Create a visual presentation that represents who you are, your identities, where you’re from and any additional information that describes you. The visual representation can include personal pictures, images captured from the internet, drawings, graphics, or others visual aids that help capture your personal identity. You can use a presentation tool (like PowerPoint), word processing, video, or any tool that helps you for this assignment.
Event Reflection Paper [25%] – Due October 7 (3-5 pages)
Attend (virtually or live) at least one event that addresses some individual or group social identity or intersection of identities (e.g. race, class, gender, ability, sexual orientation, religion, etc.). Write a 3-5 page reflection paper on the event. The event can be a lecture, conference, speaker, student group event, work event, training, church event, etc. as long as the event focuses on diversity. The paper should include the following:

Describe the event. What was the purpose of the event? What social constructs or diverse topics were addressed? In what way(s) were the topics presented? Who was the target audience for the event? Who was in attendance?

What new knowledge did you gain from attending the event? What knowledge was reinforced or challenged? Was there anything that surprised you? What was your overall reactions to the event? What did you learn about diversity or social contracts as a result of attending this event?

The paper may be submitted at anytime during the semester. However, it must be submitted at the due date. You are expected to use course readings, materials and other sources to analyze what you experienced.

Final Project [30%] – Due October 12
Design an original educational or training activity that focuses on increasing awareness on a social construct and/or another diversity related topic. The targeted audience can be the workplace, k-12 education, undergraduate education, a student organization, etc. Provide a description of the event, the purpose, goals, target audience, delivery format (online or live), learning goals for the activity, and limitations of the activity. Be sure to credit sources used including friends, texts, videos, websites, etc.

Grading
The following final grading scale will be utilized to determine the final grade based on the weighted average of your course work:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 to 100</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69</td>
</tr>
<tr>
<td>F</td>
<td>under 60</td>
</tr>
</tbody>
</table>

Module assignments must be submitted within established open and closing dates. Late work will not be accepted. Modules will not be reopened to permit completion of late work. Assignments not submitted within due dates will receive a grade of zero.

TECHNOLOGY REQUIREMENTS

This is an online course and some obvious technological resources will be required.

Access to a computer with

- Internet access (high-speed preferred)
- Speakers so you can hear audio enhanced assignments throughout the semester
- Word processing software (Microsoft Word preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to
this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

**TDEV 497 will consist of seven online modules.** These modules will be available on the indicated dates. **The modules will NOT be accessible BEFORE or AFTER the indicated dates.** Each module will include lecture material, presentations, and/or discussions. You will need internet access capable of accessing and viewing the indicated discussions.

### ACCESS AND NAVIGATION

**eCollege Technical Concerns:** Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

**Course Concerns:** If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

**Other Questions/Concerns:** Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

### COMMUNICATION AND SUPPORT

**Interaction with Instructor Statement:**

**Participation & Communication:** I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me. This includes completing the extensive readings related to course topics, team and/or individual research proposal topics and participation in proposal revision activities (submission of individual draft sections and evaluation of draft sections from other class members).

1. Email is the best way to reach me as I check it daily. A reply will be sent within 12 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!!! in the subject line. **HOWEVER.... in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Q&A forum provided each week. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.**

2. Or if you want to talk via phone, you may contact me via google voice at 512-900-1913. Please do not contact me before 9 am or after 9 pm.

### COURSE AND UNIVERSITY PROCEDURES/POLICIES

The following items are standard expectations to be posted for all courses.

**A. Class Participation:**

Systematic and timely on-line participation is expected. University policy notes that excused absences include (i) participation in an authorized university activity, (ii) illness verified by a physician, (iii) death in the immediate family, and (iv) verifiable, official court appearance. Keep
in mind that this course has been developed to allow maximum flexibility in regard to your online access. You are not required to logon at specific times on specific dates. You will work with other members of the class on specific tasks; however, the timeframe for this activity is determined by the group.

B. Assignments Submitted by Deadlines:
Assignments are due as stated.

C. Courtesy and Respect:

Student Conduct: All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide, Policies and Procedures, Conduct). This course will require your best effort. Course demeanor is that which is expected at the university level. Students must complete their team assignments in a timely manner. Historically those who have not done due diligence to course assignments tend to redirect course expectations. Any such variation from class protocol is unacceptable at this level and will result in immediate removal from the course. PLEASE KEEP IN MIND THAT THE COURSE E-MAIL IS NOT A FORUM FOR COMPLAINT OR PERSONAL ATTACKS! Several have been embarrassed when discovering that these e-mails come to the instructor.

D. Academic Honesty:
Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work or that of the team and referenced in part or in whole to the correct source. Submission of commercially prepared materials is unacceptable. Moreover, participants shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in removal or failure. Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association. Students are expected to use conventions noted in the APA Publication Manual, 5th edition, for citing sources.

Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material. (Texas A&M University Commerce, UnderGraduate Catalog).

E. Dropping the Class:
If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. If you fail to officially drop the class, a failing grade shall be assigned at the end of the course. Incompletes: Per university policy is granted only for circumstances beyond student's control which prevented the student from attending classes during Finals Week or the preceding three weeks (Policy A 12.07, 1998). The extension cannot exceed one semester. Failure to fulfill plan requirements within the specified time will result in an F.

F. Course Communication
Course communication will occur through your MyLeo Account. You will need to regularly and systematically review your e-mail on a timely basis.

G. Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:
TDEV 497 will consist of seven online modules. These modules will be available on the indicated dates. The modules will NOT be accessible BEFORE or AFTER the indicated dates.

Each module will include lecture material, presentation, and/or discussions. You will need internet access capable of accessing and viewing the indicated discussions.

Once a module is opened, the module will remain open, then closed as indicated. This is done to help the entire class stay on track. While I realize that some may work ahead, the purpose is to bring the entire class along.

<table>
<thead>
<tr>
<th>Module</th>
<th>Date Open</th>
<th>Date Close</th>
<th>Topic/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 27, 2012</td>
<td>September 2, 2012</td>
<td>Introduction to Diversity, Culture and Multiculturalism</td>
</tr>
<tr>
<td>2</td>
<td>September 3, 2012</td>
<td>September 9, 2012</td>
<td>Understanding Self</td>
</tr>
<tr>
<td>3</td>
<td>September 10, 2012</td>
<td>September 16, 2012</td>
<td>Classification and Grouping Barriers</td>
</tr>
<tr>
<td>4</td>
<td>September 17, 2012</td>
<td>September 23, 2012</td>
<td>Race, Class, Gender, Ability, Sexual Orientation, Linguistics, and Language</td>
</tr>
<tr>
<td>5</td>
<td>September 24, 2012</td>
<td>September 30, 2012</td>
<td>Race, Class, Gender, Ability, Sexual Orientation, Linguistics, and Language</td>
</tr>
<tr>
<td>6</td>
<td>October 1, 2012</td>
<td>October 7, 2012</td>
<td>Experiential Project</td>
</tr>
<tr>
<td>7</td>
<td>October 8, 2012</td>
<td>October 12, 2012</td>
<td>Challenges, Issues, and Reflections</td>
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</tbody>
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**Modules open at 12:01am on the scheduled date and close at 11:59pm on the scheduled date.

Note: Keep in mind that the above schedule is subject to change at the discretion of the instructor.