	UNIVERSITY OF NORTH TEXAS **DEPARTMENT OF COMMUNITY & PROFESSIONAL PROGRAMS** **DIVERSITY IN HUMAN SERVICES** **SOWK 4540** **Fall 2014**

COURSE INFORMATION

This is an online course - There are no mandatory online or face to face meetings.

Professor / Instructor Contact Information

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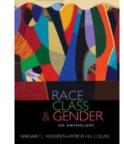### About the Professor / Instructor

I have been at UNT for over 12 years and currently teach solely in the undergraduate social work program. Prior to academia, I was a practicing social worker in such fields as mental health, child protective services, and medical / hospice practice. These experiences as a helping professional are core to my identity and have been very rewarding. For those of you interested in this path, this course should be enlightening and beneficial.

Text & Supplementary Readings

The required text is:

Andersen, M. & Collins, P. (2013). *Race, class and gender: An Anthology* (8th *Ed*.). Belmont, CA: Wadsworth-Cengage Learning.

The text is available from the UNT Bookstore. Search for this information at the UNT bookstore using the following link: *UNT Bookstore*

Supplemental Readings

Additional readings will be periodically assigned as indicated in the course outline section of this syllabus. These materials are available in E-reserves through the UNT library. These reading assignments may be accessed by clicking on the link for the reading assignment within the module or from this syllabus. A listing of all the readings may be accessed on the library E-reserve site by clicking this link: Supplemental Readings

Note: You can only access the readings by signing into the library E-reserve site using 3 different steps: 1) Enter your UNT assigned EUID, 2) Enter your UNT password, and 3) Type in a special password for this course only, which is "div4540." Please note that this course password is case sensitive.

Course Description

This course promotes competence for students interested in the role of helping professional but will also be valuable to any work environment or other endeavors you may pursue. The purpose of this course is to increase future professionals' commitment to work towards a nonracist, multi-cultural, and egalitarian society. Concepts focused on in this course will include but are not limited to sociopolitical processes (racism, sexism, heterosexism, oppression, discrimination, classism, etc.) of systematic oppression, intrapersonal processes (identity, authenticity, and basic professional behaviors), and socio-cultural processes. Attention is also given to those groups who perpetuate such oppression and reviewing culturally relevant macro and micro strategies for work with oppressed groups. Further, in this course you will have the opportunity to explore how personal values, beliefs, and behaviors may limit one's ability to do effective work with people of diverse backgrounds. This exploration will require a critical and sometimes uncomfortable assessment of "self."

The course goals are to help you gain competency in core behaviors to meet accreditation standards of the Council on Social Work Education. The course competencies prepare students to 1) engage diversity and difference in practice; and 2) advance human rights and social and economic justice. Specific course objectives are outlined below:

Course Goals *Students Will*	Course Objectives *Students Will*		Assessment Criteria
A. Students will understand diversity & difference in interactions across cultural norms	1.	Students will explain dimensions of diversity to effectively interact with differing populations	Module Activities / Exercises Diversity Interview
	2.	Students will understand critical aspects of self-identity	Module Activities / Exercises Self-Discovery Project
B. Students will understand systematic factors contributing to the complex dynamics of difference in the human experience	3.	Students will understand concepts that influence the complexity of diversity & power differentials	Module Activities / Exercises Test Items, Diversity Interview
	4.	Students will know factors contributing to forms and mechanisms of oppression and discrimination ingrained at various system levels	Module Activities / Exercises Cultural Immersion, Test Items

Course Goals *Students Will*	Course Objectives *Students Will*	Assessment Criteria
C. Students will comprehend the foundations of human rights and social and economic justice	5. Students will relate understanding of human rights and social and economic justice to societal conditions	Module Activities / Exercises Test Items, Cultural Immersion
	6. Students will demonstrate knowledge of advocacy and change to advance human rights	Module Activities / Exercises Test Items, Cultural Immersion

Teaching Philosophy

My teaching approach for this course is to encourage reflection of critical and challenging issues through a safe and open environment. Also, I believe this topic requires that you venture on a personal journey. As such, this course relies heavily on your engagement in the learning process. Multi-methods will be used such as readings, activities, case analysis, simulations, exercises, films, and a general exchange of ideas through discussion. Also, the readings assigned will challenge you to think more critically and explore your feelings regarding sensitive and provocative issues. All of these efforts are geared toward helping you develop as future professionals.

TECHNICAL REQUIREMENTS / ASSISTANCE

The following information will assist you in preparation for the technological aspect of the course.

>UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
>Hardware and software necessary to use Bb Learn: http://www.unt.edu/helpdesk/bblearn/
>Browser requirements: http://kb.blackboard.com/pages/viewpage.action?pageId=84639794
>Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit
>Necessary plug-ins: http://www.unt.edu/helpdesk/bblearn/
>Internet Access with compatible web browser

Other Minimum Technology Needed:

>*Word Processor*
>*Speakers to listen to videos online*
>*You may occasionally need to use a scanner to submit some documents for the course. These are available in various UNT computer labs on campus if you do not have other access to one.*

Minimum Skills Needed:

>*Using the learning management system*
>*Using email with attachments*
>*Creating and submitting files in commonly used word processing program formats*
>*Copying and pasting*
>*Downloading and installing software*

RESOURCES

UNT Portal: http://my.unt.edu
UNT Blackboard Learn Student Resources: Technical Support: http://www.unt.edu/helpdesk/
UNT Blackboard Help for Students: http://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student
UNT Library Information for Off-Campus Users:
     http://www.library.unt.edu/services/facilities-and-systems/campus-access
UNT Computing and Information Technology Center:
     http://citc.unt.edu/services-solutions/students
UNT Academic Resources for Students: http://www.unt.edu/academics.htm
Computer Labs: General access computer lab information (including locations and hours of operation) can be
     located at: http://www.gacl.unt.edu/

Links to Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab and Math Tutor Lab can be located within Blackboard Learn on the "Academic Support" tab.

ACCESS & NAVIGATION

Access and Log in Information
This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Blackboard Learn. To get started with the course, please go to: https://learn.unt.edu

You will need your EUID assigned password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

What Should Students Do First?
Once you have accessed the Blackboard Learn system, you will first need to complete the "Start Here" module located on the home page. Then, complete the Blackboard Learn Orientation Quiz and the Zip Code Survey (*access by clicking the "Quiz/Tests" link in the course menu*). Next, review the syllabus (access in far left menu of course) and then complete the Syllabus Quiz. Begin work on the course learning materials by clicking 'Learning Modules' and then start with Module #1. Pay special attention to the "Assignments" page which will indicate all assignments due in Module 1. Make sure these are completed by the due date.

How the Course is Organized?
The content for this course is structured in a series of Learning Modules that may include readings, assignments, activities, and exercises to assist you in achieving the learning objectives/outcomes. Typically, each week a new learning module will open; however, occasionally, a learning module may be available for several weeks. There is some overlap with the Learning Modules in that a new module may open before assignments are due for the previous one. This allows one to get a head start on new modules if desired.

In the Blackboard Learn system, you will log into the course. You will then access the learning content by clicking "Learning Modules" from the menu on the far left side of the computer screen. Click on the appropriate module assigned for the week as noted in the syllabus. The modules supplement information available in your text and facilitate the learning of new content.

How Should Students Proceed Each Week for Class Activities?
Each week you must access Blackboard Learn and the materials in this course! Read the Learning Modules and assigned readings in order to make a contribution to weekly course activities such as discussions, exercises, activities, and/or tests. Carefully review the "Assignments" page in each module for a summary of required assignments. These assignments are generally due weekly and must be submitted on time. You must also keep track of other major projects or assignments as specified in this syllabus.

Student Resources
As a student, you will have access to:
- Orientation and tutorials available in Blackboard Learn. It is recommended that you become familiar with the tools and tutorials in Blackboard Learn by using the On Demand Learning Center for students to better equip you in navigating the course.
- The "*UNT Helpdesk*" within Blackboard. Access this tab for student resources and Help Desk Information.

Being a Successful Online Student
-What Makes a Successful Online Student?
-Self Evaluation for Potential Online Students
-Success in SOWK 4540

Student Technical Support
The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:
Email: helpdesk@unt.edu
Phone: 940.565-2324
In Person: Sage Hall, Room 130
Regular hours are maintained to provide support to students. Please refer to the website (http://www.unt.edu/helpdesk/hours.htm) for updated hours.

Student Support Services
This is known at the University of North Texas campus as SSS. All activities and services provided by SSS are intended to help students progress through their degree to an *on-time graduation*. Please refer to the website (https://trio.unt.edu/sss) for detailed list of services.

COMMUNICATIONS
The following are the primary communication tools we will use in this course:

Email / Messages
Students will use Blackboard Learn to send emails to the instructor, teaching assistant or other students in this course. However, please note that you will be using your UNT assigned, external email address that is outside of the Blackboard Learn system; this is otherwise known as Eagle Connect (http://eagleconnect.unt.edu). Access this function by clicking the 'Email' tool in the Blackboard course (located in the menu on the left side of the computer screen). If desired, you may consider forwarding this email to an address you use more frequently. You are welcome to send any personal concerns or questions to the professor through email. It is highly recommended that you always copy the Teaching Assistant, in the message in case I am not available.

Please note that while in the Blackboard Learn system you will not be able to email anyone who is not a member of the course.

Announcements
Periodically announcements may appear in the course to provide general information, make special requests, or notify you of any changes. These announcements can be accessed from the Blackboard Learn course by clicking "Announcements" listed in the menu on the left side of the screen. In addition, you may receive an email of new announcements.

Discussion Forums
Students will often be required to communicate regarding course concepts through the discussion forums; these will be graded throughout the semester. Make every effort to understand the expectations for these postings (*see guidelines on access, grading criteria, and deadlines as located in this syllabus or posted online in the General Information folder*). Remember to use proper etiquette/protocol for participating in the online discussion boards; be respectful, courteous, and professional!

Open Discussion Forum:
An Open Forum will be available throughout the course for any student to post issues/concerns. Students may use this as a place to offer assistance to one another about the course. You may set these posts as anonymous if you choose. This forum will be moderated to prevent inappropriate postings. The Instructor or Teaching Assistant for this course will periodically respond to issues posted related to assignments, access, problems, or other needs as necessary.

COURSE POLICIES

Assignment Policy
Students must complete assignments as specified in this syllabus, the learning modules, or other informational materials. Do not wait until the last day to submit assignments – as potential problems are unpredictable! The learning modules are typically released on Friday mornings and assignments are usually due on Sundays of the following week, however, there are some exceptions *(See specific opening dates as listed in the "Course Outline" section of this syllabus with closing dates highlighted in red)*. This allows approximately 10 days (*including two weekends*) available to complete the assignments.

Assignments are due before 11:00 PM on the due date and will be <u>closed and locked</u> after this time period. Late assignments will <u>not</u> be accepted or graded if submitted after the due date. However, the learning modules and course content will continue to be open and available for your ongoing educational needs.

Readings
Just as in a face to face class, readings are assigned weekly as indicated in this syllabus. All assigned material must be read to complete module deadlines. The text is selected to provoke and challenge you. You are encouraged to openly declare your opinions, feelings, and reactions to course topics and are free to disagree. Weekly discussions, films, tests, or exercises are also used to enhance your knowledge and understanding of course content and readings.

Attendance Policy

In order to be successful in this class you are expected to log into the course a <u>minimum</u> of 4 to 5 times per week!

Confidentiality Agreement

It is essential that we support one another throughout this course in our effort to better understand others and ourselves. To protect confidentiality, you are advised not to discuss comments made by specific individuals outside of the context of this course. However, you may choose to discuss any areas of concern in private with the instructor.

Late Work

You must adhere to the posted due dates for all assignments. Late assignments will <u>not</u> be accepted.

Instructor Responsibilities and Feedback

My responsibility is to help you grow and learn in this course. As such, I am committed to providing clear instructions for assignments, answering questions, identifying additional resources as necessary, providing rubrics as appropriate, and continually reviewing and updating course content.

The instructor and Teaching Assistant will also try to respond to you in a reasonable timeframe (typically within <u>3 business days if possible</u>). The methods used to provide you with feedback include emails, assignment feedback, and grades.

Class Participation

Students are required to login regularly in the online class site and I will use the tracking feature in Blackboard to monitor student activity. It is your responsibility to participate in all class activities such as exercises, activities, discussion board postings, etc. Also, note that efforts to engage and interact with other students by contributing to learning and motivating discussion are recognized and rewarded through participation points.

Requests for an Incomplete

A grade of incomplete ("I") may be given to a student only during the last quarter of a semester and only if he/she meets all of the following conditions:

- The student is passing the course;
- There is a justifiable and documented reason beyond the control of the student (*e.g.*, serious illness or military service) for not completing the course on schedule; and
- The student has the approval of his/her instructor and the department chair.

The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the student, instructor, and the department chair.

Student Conduct

Any student behavior that interferes with an instructor's ability to conduct class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional setting at UNT.   This includes traditional face-to-face classes, online or blended classes, labs, discussion groups or boards, field trips, and verbal and/or written (including email) communication with the instructor. Examples of unacceptable behavior include, but are not limited to:

- Private conversations with other students during lecture or class discussions;
- Disrespectful treatment of other students such as verbal or written harassment or name-calling;
- Use of profane or other inappropriate language or gestures in class, in written assignments, on discussion boards, or in email communications, with the instructor or other students;
- Disrespectful email communication with the instructor and/or other students;
- Inappropriate use of electronic devices during class, including but not limited to any use of a cell phone. Use of tablets or personal computers for anything other than taking notes or other approved class activities is not allowed.
- Tardiness that disrupts class.

A student engaging in unacceptable behavior may be directed to leave the classroom or other instructional setting. The instructor may also elect to refer the student to the Dean of Students to consider whether his/her conduct violates UNT's Student Code of Conduct. Poor behavior may result in a reduction of a certain number of points up to a full letter grade in the course irrespective of the student's performance on exams, quizzes, or other assignments. This action may be taken separate and apart from any sanction administered by the Dean of Students.

Professional Etiquette

The college experience is intended to assist in preparing students for professional and career pursuits. That preparation includes learning to use professional etiquette in dealing with people in positions of authority. The appropriate way to address your instructor depends on her/his particular education credentials. These are usually indicated on the course syllabus. If your instructor has a:

- Doctorate (Ph.D. or Ed.D.), you should address them as: Dr. Instructor's last name
- Master's degree (MA, MS, MSW, MSSW) you should address them as: Professor Instructor's last name
- Law degree (J.D.) you should address them as: Professor Instructor's last name

If you are not certain about an instructor's education credentials, you should address them as "Professor." It is not appropriate to call the instructor by his/her first name unless given permission.

Professional etiquette extends to all types of communication with your instructor. Written communication—including email—forms a permanent record and so it is important to use care about how you make requests, ask questions, or express concerns. Slang (*e.g.,* Hey, Yo) and texting abbreviations should be avoided. The use of profanity is not permitted.

Any type of communication—verbal or written—is most likely to achieve the intended result when it is polite or courteous. Please note that communication can be polite even if there is some type of conflict involved. Instructors may choose not to respond to emails or other forms of communication that are perceived as insulting or disrespectful.

Virtual Classroom Citizenship
The same guidelines for citizenship or conduct that apply to traditional classes should be observed in the virtual classroom environment. Also, please use proper netiquette when interacting with class members and the professor (see references to some of these guidelines above in the section on discussion forums).

Syllabus Change Policy
Rarely will the syllabus, course information or due dates change; however, in extreme circumstances it may be necessary. If this is the case, efforts will be made to ensure that any changes do not adversely impact students.

Policy on Server Unavailability or Other Technical Difficulties
UNT is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, I will extend the time windows and provide an appropriate accommodation based on the situation. You should immediately report any problems to the instructor and also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time. If you have no other option, submit assignments by the due date through email!

Copyright Notice
Some or all of the materials available in this course may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Please comply with these requirements.

Safe Environment Policy
Due to the sensitive nature of our course content, you may experience a range of reactions, opinions or emotions; making the concept of safety very important. This class will provide a safe, supportive environment in which we can individually and collectively voice our opinions and thoughts. Safety means that you will not attack one another but listen appropriately and be civil; even when we disagree. However, we must also challenge ourselves to take risks and be willing to make mistakes in our learning; this means we may have to forgive one another in this process. There is no guarantee that you will not be uncomfortable through this effort, but hopefully you will make significant progress as a result.

Diversity Policy
You are encouraged to contribute your personal perspectives and insights throughout this course. You must, however, refrain from offensive language (swearing) or remarks offensive to peers of particular nationalities, ethnic groups, sexual preferences, religious groups, gender or other ascribed statuses. This will not be tolerated and may result in discipline or course failure. Again, common courtesy and respect must be extended to all.

Add/Drop Policy
If necessary, it is your responsibility to refer to university drop policies and to adhere to any required timelines.

UNT POLICIES

Academic Dishonesty
Academic dishonesty is a student's failure to do his or her own work in a course. It also includes providing any type of unauthorized assistance to other students, or engaging in activities that prevent other students' success. Academic dishonesty will not be tolerated in any instructional setting including traditional face-to-face classrooms, electronic classrooms (online or blended courses), labs, and discussion groups or boards. Academic dishonesty includes, but is not limited to:

- Cheating: The use of unauthorized assistance in any academic exercise. Specific examples include:
  - *Improper use of phones*: The use of phones during exams administered in traditional face-to-face classes or online classes is expressly prohibited. If a cell phone is in a student's hand or on his or her desk during a face-to-face exam, it will be assumed that the student is cheating and he or she will automatically receive a zero.
  - *Discussion with other students:* Students may not communicate with other students during an exam in either a traditional face-to-face or online class. Any student caught communicating with another student during the administration of an exam will automatically receive a zero irrespective of the content of the communication.
- Plagiarism: The use of another person or organization's thoughts, ideas or words without proper attribution in any academic exercise regardless of intent. Specific examples of plagiarism include:
  - *Copying material verbatim* from websites, articles, books, or another student and failing to cite the source. Directly copied material must be delineated from the student's work through the use of quotation marks.
  - *Passing off the idea of another as your own* by failing to provide credit to the source.
- Forgery: Altering a score or official academic university record or forging the signature of an instructor or other student. A specific example of forgery includes, but is not limited to:
  - Signing an attendance roster for another student or having another student sign for you.
- Fabrication: Falsifying or inventing any information, data or research as part of an academic exercise unless explicitly permitted by the instructor.
- Facilitating academic dishonesty: Helping or assisting another in the commission of academic dishonesty. Specific examples of this type of academic dishonesty include, but are not limited to:
  - Telling another student(s) specific exam questions and/or answers.
  - Taking screen shots of quiz or exam questions in an online course and providing them (or information about them) to another student(s) or utilizing them at a later date.
  - Making or reviewing an unauthorized copy of all or any portion of a quiz or exam.
  - Sabotage: Acting to prevent another student from completing his or her work or willfully disrupting the academic work of other students.

Any suspected occurrence of academic dishonesty will be investigated and handled in accordance with UNT policy and procedures. Moreover, at the instructor's discretion, students suspected of cheating on an exam may be requested to re-take the exam in an alternative form or setting. Students who refuse this request will receive a "zero" on the exam. This applies in any course setting, online or otherwise. Students are encouraged to report suspected academic dishonesty to the instructor. If a student has any question about whether or not conduct constitutes academic dishonesty, the student should consult with the instructor before engaging in that conduct.

Penalties for academic dishonesty range from a verbal or written warning to a grade of "F" in the course. The student may also be reported to UNT's Office for Academic Integrity. Further university issued sanctions may apply to incidents involving major violations. More about the UNT's academic integrity policies and students' right to appeal may be found at http://vpaa.unt.edu/academic-integrity.htm.

Disability Accommodation
UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide the student with an accommodation letter to be delivered to the instructor to begin a private discussion regarding the student's specific needs in the course.

Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Every semester students must obtain a new letter of accommodation, and they must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to request that students discuss such letters during their designated office hours in order to protect the privacy of the student. For additional information, visit the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact that office by phone at 940.565.4323. Specific information on UNT's policies related to disability accommodations is available at http://policy.unt.edu/policy/18-1-14.

Please note that disability accommodations are not retroactive. Accommodations will be made only after a disability is officially verified.

Important Notice for F-1 Students taking Distance Education Courses:

Federal Regulation
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at http://www.oea.gov/index.php/links/electronic-code-of-federal-regulations. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)" and can be found buried within this document: http://www.gpo.gov/fdsys/pkg/CFR-2012-title8-vol1/xml/CFR-2012-title8-vol1-sec214-2.xml

The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

COURSE REQUIREMENTS

Please note these general requirements highlighted for the course:

1. Students will access and follow all course instructions found in the weekly modules or content areas of the Blackboard course.
2. Students will read all online modules in the course by opening the appropriate modules on the dates specified in this syllabus (*see Course Outline section*). Students must also read any supplementary materials as indicated in this syllabus and posted on the UNT library website.
3. Students will complete all assignments as specified in this syllabus, module or other course materials. Assignments will be submitted electronically in Blackboard using the Blackboard "Assignment Tool."
4. Students will complete tests/quizzes by accessing the tool labeled "Quiz / Tests" in Blackboard.
5. Students will respond to online course discussion questions using the Blackboard "Discussions" Tool."
6. Students will complete three major projects in accordance with the instructions in this syllabus and other guidelines presented. Failure to follow directions will result in severe penalties or a failing grade.

COURSE OUTLINE

All dates in red indicate when weekly or other assignments are due and close (at 11:00 PM).
Note that all article readings from the required text are identified by number

DATES	TOPIC	*REQUIRED READINGS*	ASSIGNMENTS
Modules 1 & 2 Open on August 25: All Assignments for both Modules due September 7			
Module 1 **Week 1 & 2**	***Introduction to Course.*** Course purpose and expectations; Overview; understanding and sharing.	Read the Start Here Module – This is a brief orientation about UNT eLearning. Complete this unit first *Read Syllabus* *Read Learning Module 1 in Blackboard Learn*	Complete the "Start Here" unit and all required assignments as specified in Learning Module 1 Assignments**:** Orientation Quiz, Syllabus Quiz, Zip Code Survey & Mosaic Activity
Module 2 **Week 1 & 2**	***Exploration of Social Identity.*** Understanding social identity models; Meaning of Intersectionality. Examination of personal identities and social location.	*Read Learning Module 2* *Read Text: Why Race, Class & Gender Still Matter (pp. 1-15), and Text Articles 1 & 5* *Read Supplemental Readings located in the UNT Library Resources at these links:* Who am I? & Who Are My People	Complete all required assignments as specified in Learning Module 2
Module 3 Open on September 5: All Assignments for Module due September 21			
Module 3 **Week 3 & 4**	***Understanding Systems of Oppression.*** Mechanisms, forms and features of discrimination or oppression; hierarchical nature. Powerlessness & marginalization; Understanding multi-levels of oppression	*Read Module 3* *Read Text: Systems of Power & Inequity (pgs. 61-83), and Text Articles: 8, 32, 33, & 52* Oppression Article – by M. Frye Five Faces of Oppression *Read Supplemental Readings located in the UNT Library Resources at this link:* Theoretical Foundations	Complete all required assignments as specified in Learning Module 3 Due: **Sept. 21 Test # 1** (Test on Systems of Power on pp. 61-83 and Supplemental Articles: Oppression, Five Faces, and Theoretical Foundations)

DATES	TOPIC	*REQUIRED READINGS*	ASSIGNMENTS
Module 4 Open on September 19: All Assignments for Module due September 28			
Module 4 **Week 5**	***Classism.*** Myth of "classless society" and stereotypes. Portrayal of interrelationship of economic deprivation, intersectionality; Consequences of classism.	*Read Module 4* *Read Text Articles: 13, 14, 15, 16, 17, & 45*	Complete all required assignments as specified in online Learning Module 4
Module 5 Open on September 26: All Assignments for Module due October 5			

Module 5
 	
Week 6
	Sexism & Gender.
	Gender norms and identification. Historical influences. Myths and stereotypes of sexism. Social construction of sexism and consequences.
		Read Module 5
		
		Read Text Articles: 2, 18, 19, & 21
		
		Read Supplemental Readings located in the UNT Library Resources at these links:
		   He Works She Works
		   Night to His Day
			Complete all required assignments as specified in online Learning Module 5

Module 6 Open on October 3: All Assignments for Module due October 12			
Module 6 **Week 7**	***Heterosexism.*** Confronting biases and negative attitudes; reviewing historical timelines. Exploring sexual identity; Power of homophobia in society and stigma.	*Read Module 6* *Read Text Articles: 27, 28, 29, 30, & 39*	Complete all required assignments as specified in online Learning Module 6 Due: **Oct. 12** *Deadline to sign up for topic if Human Rights option selected*

DATES	TOPIC	*REQUIRED READINGS*	ASSIGNMENTS
**Module 7 Open on October 10: All Assignments for Module due October 26**		

Module 7
 	
Week 8 & 9
	Racism.
	Understanding ethnicity, socialization, Cycle of racism; unconscious and intentional forms of racism. Framework on web of racism as a form of oppression; Systems of racism at multiple levels.
		Read Module 7
		
		Read Text Articles: 3, 4, 11, 12, 23, & 44
		
		Read the Supplemental Reading located in the UNT Library Resources at this link:
		        Hardiman-Jackson Model
		
		Review this figure:
		        Web of Racism
			Complete all required assignments as specified in online Learning Module 7

**Module 8 Open on October 24: All Assignments for Module due November 2**		

Module 8
 	
Week 10
 	
Module opens early to assist with Self-Discovery Project
	Privilege & Power:
	Dynamics of power and privilege based on social categories; life experiences as shaped by privilege. Understanding system of power and domination as it relates to privilege.
		Read Module 8
		
		Read Text Structure of Social Institutions (pp. 265 - 276), and Text Articles: 6, 24, & 25
		
		Read Supplemental Readings located in the UNT Library Resources at these links:
		        The Social Construction of Difference
		        The Cycle of Socialization
		
		Review these:
		        Cycle of Socialization – Figure
		        Matrix of Oppression - Figure
			Complete all required assignments as specified in online Learning Module 8
			
			Self-Discovery Project
			Due: Nov. 2

**Module 9 Open on October 31: All Assignments for Module due November 16**		
Module 9 **Week 11 & 12** *Module opens early to assist with the Diversity Interview*	*The Helping Process.* Differences in communication styles, strategies for practice. Incorporating strengths, enhancing competence. Individualism & Collectivistic orientations. Interviewing strategies.	*Read Module 9* *Read Text Articles: 38, 40, 49 & 54* *Refer to any of these optional Supplemental Readings which may be relevant to your Diversity Interview Project. They are located in the UNT Library Resources at these links:* *Setting the Right Tone* *Cross-Cultural Interviewing* *Cross-Racial Clinical Work* *Multicultural Counseling: Issues & Techniques*	Complete all required assignments as specified in online Learning Module 9 **Diversity Interview** **Due: Nov. 16**

DATES	TOPIC	*REQUIRED READINGS*	ASSIGNMENTS
**Module 10 Open on November 14: All Assignments for Module due December 1**		
Module 10 **Week 13 & 14** **UNT Holiday** **Nov. 27 – Nov. 30** *Module opens earlier to assist with the Human Rights assignments*	***Human Rights & Social Justice***. Exploring meaning of human rights and social justice. Understanding guidelines, legal documents, and violations. Role of advocacy and action strategies in the promotion of human rights and social justice.	*Read Module 10* *Read Text: Putting it all Together (pp. 467 - 470) and Text Articles: 31, 51, 53 & 60* *Read Supplemental Readings located in the UNT Library Resources at these links:* Universal Declaration or Human Rights The Cycle of Liberation Applying Human Rights to Profession Cycle of Liberation - Figure	Complete all required assignments as specified in online Learning Module 10 **Due: Dec. 1** **Test #2** *(Test on UDHR, Liberation, & Applying Human Rights)*
**Final Deadlines**		
Week 15	**HUMAN RIGHTS PROJECT** **Cultural Immersion Activity – Option 1** Final Project must be submitted to the Wiki site by **December 1** Entire class may review some Human Rights Group Projects and post comments by **Dec. 4**		
Wrap-Up! Complete all remaining Assignments	***REMAINING END OF SEMESTER ASSIGNMENTS DUE BY December 4!*** **Cultural Immersion Activities:** **Option 2) Service Learning Project** (if applicable): Complete one page Reflection Paper, Scan Log to document 20 service learning hours – submit all at the same time in the Assignment Tool Box! **Option 3) Combined Service Learning & Second Life Project** (if applicable): Complete both the Service Learning Reflection Paper & the one page Second Life Reflection Paper – Scan Log to document 10 service learning hours – submit all at the same time in the Assignments Tool! **REMEMBER TO COMPLETE THE COURSE EVALUATIONS!** **Course Evaluations:** *Remember to complete the SETE course evaluations! Go to http://my.unt.edu to give me feedback on this course.* **THANKS FOR YOUR HARD WORK THIS SEMESTER!!**		

ASSIGNMENT DETAILS

The following assignments help facilitate students' attainment of the stated course goals and objectives:

Weekly Assignments	Weight, Points, Details & Rubric	Due Date
Exercises Throughout the semester, some modules may have special exercises or assignments required (such as creating an Identity Wheel, Action Plan etc.). Any details will be specified in the module. Please ensure that you complete these by the required due dates.	Exercises (Total 125 Points)	Refer to each Learning Module for specific details on any exercises
Discussion Forums & Participation It is expected that you engage in ongoing discussion/debate with your peers weekly and demonstrate critical thinking, clarity and quality (not quantity). You <u>must</u> integrate and reference the readings to demonstrate your understanding and knowledge base in order to earn full points. Review the grading guidelines and rubric to understand how your contributions will be graded (*located in "General Information" folder*) or click the link in the column on the right. Additional participation points can also be earned by those students making efforts to contribute to the learning community by interacting with others (*for example replying to others' posts through encouragement, asking questions, challenging others' learning, etc*). Also, some Forums will be open strictly for participation and extra credit points. These will be announced as available.	Discussion Forums (Total 115 Points) **Discussion Guidelines & Rubric**	Typically Due Weekly Note that the discussion postings are typically due on Sunday nights by 11:00 PM
Quiz / Tests Several quizzes will be required to assess your preparation for online learning (20 points). Two tests will be delivered on Blackboard Learn and will cover specified materials (textbook, videos, supplementary reading assignments etc). The tests are open book so students may use notes, the text, and other materials while taking the test. These exams are usually formatted as multiple-choice and true/false. Access tests from the menu listed on the left side of the computer screen in the Blackboard course. Click the "Quiz/Tests" link and then select the appropriate test. Each test is timed so you need to read the text/other material before attempting the test. Please review the on-screen instructions carefully before you click "Begin Assessment." Grades for tests will usually not be released until after the close dates.	Quizzes (20 Points) 2 Tests (7O Points each) Total = 160 Points	**Test # 1** **Sept. 21** (Systems of Oppression, Module 3) **Test # 2** **Dec. 1** (Human Rights, Module 10)
Weights & Points *(Exercises, Discussion & Tests)*	**Weight 40%** **400 Points**	

Major Projects

There are three major projects that are required for this course to help you gain the knowledge, values and skills needed as a helping professional. A brief description of these assignments is provided below. Additional details / handouts are available in the Major Projects folder located on the home page for this online course. Also, below are some links to detailed guidelines or rubrics on assignments in the middle column below. Note that it is not acceptable to turn in hand-written assignments and all components must be typed. Also, all of these assignments must be submitted by the specified due date. Late assignments will <u>not</u> be accepted. Remember, at the college level, it is expected that <u>all</u> instructions are followed. Ask if you have questions!

Major Projects (Refer to detailed hand-outs for specific details)	Weight, Points, Details & Rubric	Due Date
Self-Discovery Project This assignment requires that you <u>write a 3-4 page paper</u> (*single spaced*) critically examining "self" as it relates to the required components listed in the guidelines: personal history, social/racial identity, values, beliefs, biases, experiences of privilege/oppression and understanding of 'difference.' The paper is worth a maximum of <u>100 points</u> and the worksheets worth <u>100 points</u> maximum. Note: You must include the <u>6 required worksheet</u> <u>attachments</u> plus 1 extra credit poem is optional. This assignment and all components must be submitted together at the same time! You are encouraged to work on this weekly as we examine various topics throughout the modules. This will prevent you from becoming overwhelmed in completing the required components. Review the Self-Discovery details and rubric for this assignment in the Major Assignments folder on the home page or by using the links in the right column.	**20% 200 Points** **Self-Discovery Guidelines** **Self-Discovery Grading Rubric**	Due: **Nov. 2** Submit through Assignment Tool You are welcome to submit this early
Diversity Interview You will interview someone who is different from you along a minimum of 3 or more dimensions *(for example, the individual can be of a different age, race, ethnicity, gender, ability/disability status, religion, sexual orientation, social economic class, immigration status etc. from yourself).* Try to interview someone who can give you the broadest experience in understanding diversity because you will have to address these issues in a paper. You will submit a "Diversity Interview" analysis paper (*two pages, single spaced*) related to your understanding of various aspects of difference, life experiences, oppression/privilege, and the helping process (*See details in Major Projects on the home page or the link in the column to the right*). This assignment enhances our understanding of the many aspects of diversity or social location in determining one's experiences. *Make sure you plan and identify someone early in the semester for this assignment!*	**20% 200 Points** **Diversity Interview Guidelines**	Due: **Nov. 16** Submit through Assignment Tool You are welcome to submit this early

Major Projects (Refer to detailed hand-outs for specific details)	Weight, Points, Details & Rubric	Due Date
Choose only <u>one</u> of these three Cultural Immersion Activities below:		
Option 1) Human Rights /Social Justice You will select a topic and examine a human rights and social justice issue from a global perspective. This requires exploration of a social condition or problem in an effort to address the impact of power & privilege, oppression & marginalization. You must sign up for a topic (approved by the instructor) by **October 12**. Once you have been approved for a topic you may <u>not</u> later switch to a different topic or Cultural Immersion Activity! This can be a joint project with no more than two team members (*with prior approval*). You will develop an online presentation using a Wiki (similar to a webpage) – so this gives you the ability to present this information in a creative manner (pictures, graphs, video, art etc). You will present research that addresses the various characteristics of oppression, how these systems are interlocked, and make change recommendations on how to promote human rights (*See details in Major Projects' folder on the home page or the link to the right*). You will submit the final product by **Dec. 1** at 11:00 PM; The entire class will have the opportunity to review and provide feedback on all completed projects.	**20%** **200 Points** **Human Rights Guidelines** **Project Topics** **Wiki Instructions**	Sign-up for Topic by **Oct. 12** Final Product Due: **Dec. 1** Feedback on projects Due: **Dec. 4**
Option 2) Service Learning – 20 hours You will immerse yourself in a community based agency that serves diverse oppressed, vulnerable, or marginalized populations. Select an agency from the list provided (*See details in Major Projects folder on the home page or click the link in the column to the right*). You <u>must</u> identify an agency of interest, make contact and necessary arrangements; begin your placement <u>early</u> in the semester to avoid unforeseen problems. If you are interested in an agency that is not on this list you must obtain approval <u>before</u> starting your hours. All required hours must be completed by **December 4** but you are encouraged to complete them as soon as possible and may turn in the assignment early! You will <u>write a one page Reflection Paper</u> (*single space*) about the social condition or human rights issues addressed at the agency, oppression and privilege, and your understanding of the helping process (*see details in Major Projects folder or click link in column to the right*). You will be required to verify your hours in a log *(see details in Major Projects folder or click the link to the right)*. The log documenting your hours <u>must be signed by you and an agency representative</u>. You will scan and submit the log along with the Reflection Paper in the Assignment Tool (*all of these must be submitted at the same time*).	**20%** **200 Points** **Service Learning Guidelines** **Service Learning Agencies** **Service Learning Log**	Due: **Dec. 4** Submit paper & log through the Assignment Tool You are welcome to submit this early

Major Projects (Refer to detailed hand-outs for specific details)	Weight, Points, Details & Rubric	Due Date
Option 3) Combined Service Learning (10 Hours) & Second Life Project You will complete 10 hours of service learning as described above *(make sure you find an agency that will allow only 10 hours).* You must follow all the other requirements for the Service Learning portion of this requirement (*see details above*.) You will also participate in virtual (computerized) learning through the Second Life (SL) software program. This assignment is unique and has the potential for helping students explore the world virtually and increase their understanding of others on a wider basis. Through Second Life, you can experience virtual field trips, activities, and interaction with others worldwide; allowing exposure to unlimited and diverse opportunities. You will complete required activities as indicated in the project details (see *Major Projects folder on the home page, Second Life or click the link in the column to the right*). You will <u>write a one page Service Learning Reflection Paper</u> (*single space*) as described above for the 10 Service Learning hours. You must also scan and submit the log documenting your 10 hours (the log must be signed by yourself and an agency representative). You will also <u>write a one page Second Life Reflection Paper</u> that addresses your Second Life experiences as outlined in the guidelines. All documents; Service Learning Reflection Paper, Log of service learning hours, and Second Life Reflection Paper must be submitted at the same time in the Assignment Tool!	**20%** **200 Points** **Second Life Guidelines**	Due: **Dec. 4** Submit through Assessment Tool You are welcome to submit this early
Points for Major Projects	**Weight 60%** **600 Points**	
TOTAL POSSIBLE POINTS FOR COURSE	**1000 POINTS**	

ASSESSMENT & GRADING

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on a module and complete various assignments, activities, discussions, readings, etc. Modules are typically open for a minimum of 10 days. The course modules will normally open on Fridays and assignments are due and close on Sunday evenings.

Online Quiz / Tests

The tests for this course are administered through the Blackboard 'Quiz / Tests' Tool and can only be accessed one time within the scheduled time window. All tests are open book. However, you may not team up with other students to take any tests *(this is cheating*!). Please read the on-screen instructions carefully before you click "Begin Assessment." Also, it is strongly recommended that you use a wired internet connection while taking tests instead of Wi-Fi; also make sure you save your answers often (every 5-10 minutes). The tests will be timed so if you exit the system, the timer continues to count down. The test will be automatically submitted when the time expires.

If you are uncomfortable with testing online, you may choose to complete tests during hours when the Help Desk is open. If you lose Internet connectivity during the tests, log back in immediately and try to continue on with the test. If you are unable to complete your test because of problems, you must contact the Blackboard Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Resolutions regarding exam issues will be made by the instructor on an individual basis depending on this documentation *(it must be an issue related to Blackboard Learn;* not *personal computer problems).*

Assignment Submission Instructions

All assignments will be submitted using the "Assignment Tool" in Blackboard. This tool is located in the course menu located on the left side of the computer screen. Click "Assignment Tool" and then select the appropriate assignment from the list. Assignments completed for this course should first be saved on your computer and then submitted in a readable format that is friendly to an online environment. Use only the following formats for this course: PDF, Microsoft Word, Word for Mac, or Rich Text. Carefully follow all instructions and use the "Browse My Computer" bar to attach documents. The system only allows you to submit using the "Assignment Tool" one time; so make sure that you attach all required documents for any assignment at the same time.

If technology difficulties occur prior to a deadline, contact the helpdesk and obtain a ticket. Also, forward me your assignment by email with a note about your difficulties (*by the due date*). Late assignments are not accepted unless there was a verifiable and documented technical issue with Blackboard (*not related to students' personal computer difficulties*). Always keep a copy of your work before submitting it in case glitches occur.

Grading

The method of grading for this course is strictly based on a point system. The table below specifies how grades will be earned in the course. Due to the size of the class, students may have to wait a week or so for all grades to be posted.

Total Points Possible for Semester = 1000
(Occasionally extra credit assignments are available; watch for these announcements)

Points	Grading Scale
900-1000	A
800-899	B
700-799	C
600-699	D
599 and below	F

Carefully review all assignment instructions, details/guidelines, modules, syllabus, grading rubrics or other criteria to understand how assignments will be graded.

SCHOLARLY EXPECTATIONS

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor.

SUCCEED AT UNT

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find support. Take control. Be prepared. Get involved. Be persistent. To learn more about campus resources and information on how you can achieve success, go to:
http://www.succeed.unt.edu

COURSE EVALUATIONS

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at towards the end of the semester through my.unt.edu. It provides each of you with a chance to comment on the teaching in this course. I am very interested in the feedback I get from students, as I work to continually improve my teaching. The SETE is an important part of your participation in this class. Pay attention to any announcements regarding when the SETE is open and available.