

**FYC 6932 – Principles and Practices of Diversity and Inclusion (Online)**  
 Sections OSU2, OSU3, 932B / Course #'s 16783, 16784, 17005, Summer A 2020, 3 credits

**COURSE SYLLABUS**

Draft version – April 30, 2020 (Final version to be posted on Canvas by May 8, 2020)

*Syllabus Subject to Change – Most Recent Version is Posted on Canvas*

Instructor: Dr. Keith G. Diem, Professor	Department of Family, Youth, and Community Sciences
Office Hours and Course Communications:  W 2:00–4:00 pm/by appt. (Please note: office hours are subject to change due to other university responsibilities)  Office location: G083 McCarty Hall B University of Florida Phone: (352) 273-3515 Email: <a href="mailto:keithdiem@ufl.edu">keithdiem@ufl.edu</a>  Note: Due to COVID-19 precautions, any meetings with students will be done by phone or Zoom conferences.	In general, UF email is the best means to reach the instructor. I will be checking e-mail daily and will respond within 24 hours, except for weekends and holidays.  The course syllabus is the first source for course details. You can also use the “Course Questions & Suggestions” discussion forum in Canvas, where the instructor and/or classmates may be able to answer your basic questions.
Course access via Canvas:	<a href="http://elearning.ufl.edu">http://elearning.ufl.edu</a>

**COURSE OVERVIEW**

**Course Description:** This course will explore aspects of diversity, inclusion, equity, and belonging, especially as it pertains to families, youth, and communities. It will examine diversity in personality, cultural norms, religion and worldview, learning styles, and generational differences; and will introduce scholarly models, laws and available resources, as well as promising practices for understanding why people are different and for responding with culturally relevant programs and methods.

**Course Goal:** Students will learn important principles and practices of diversity and inclusion.

**Course Objectives:** Specifically, after completing this course, students will:

1. Understand culture and how it influences your views of the world.
2. Recognize cultural competency skills needed to overcome hidden biases.
3. Recognize the value of diversity and inclusion to society and families, youth, and communities.
4. Identify the personality/leadership style(s) of themselves and others.
5. Understand the consequences of stereotypes, bias, discrimination, and privilege on people’s attitudes and behavior.
6. Understand the variety of cultural perspectives and influences that promote and hinder the success of family, youth, and community sciences programs.
7. Be familiar with key laws related to Civil Rights. Understand differences between diversity and affirmative action.
8. Understand how diversity of program participants (including cultural and generational differences, preferred learning styles, etc.) affects program planning and delivery.
9. Identify underserved audiences and how to increase diversity and participation of underserved audiences.
10. Be mindful when working in diverse groups, to solve problems effectively and achieve results.

## Teaching/Learning Methods

In this course, students actively engage in the practice of diversity through a wide range of readings, discussions, and group dynamics as they teach others. When possible, within the constraints of an online course, experiential learning methods are integrated into the class. Therefore, the instructor aims to serve as a facilitator of the learning process and not merely a lecturer. To achieve maximum benefits of the course (and maximum grade), students are expected to actively participate in all aspects of the course and contribute meaningfully to both group discussion and individual assignments. This is the essence of graduate coursework and, certainly, real-world professional practice.

*Important Disclaimer:* This course aims to be provocative and may make you uncomfortable at times. No political intent should be assumed from course materials, films, or discussion. The goal will be to challenge your assumptions and make you aware of your own core beliefs and hidden biases. We will approach diversity in the broadest sense possible and, as a result, may tackle many “taboo” topics ranging from race and religion to age and sexual orientation. Being aware of how your own beliefs affect how you view others will help you be more accepting of others as you serve as a leader in your field. Students are not expected to agree with the views expressed by others in class but they are fully expected to show respect and contribute to scholarly discourse as sensitive and controversial issues are encountered. Some films used for the course are R-rated but are meant to contribute to the goals for the course, not offend. You are able to view them in the privacy of your own home.

## Online Course Delivery via Canvas

Instructor presentation, links to required readings, optional readings, other course files, and timely course announcements will be posted to Canvas, so please check this site frequently: <http://elearning.ufl.edu>. Be sure you set your preferences in Canvas to allow communications to be sent to your UF email. Please report any broken links to the instructor so they can be corrected on Canvas. Thank you.

## Achieving Success in an Online Course

To be successful in this online course, you must be willing to allocate sufficient time to access course materials, participate in online sessions and discussion forums, and complete all of the assignments. Similar to traditional classroom courses, you will interact with the content, your instructor, and your classmates on at least a weekly basis through course assignments, asynchronous discussions, and synchronous meetings as indicated in this syllabus. During this concentrated three-credit course, you should plan on scheduling 15 to 18 hours per week.

## Required Textbooks and other Course Materials

1. Textbook: Communication Between Cultures, 9th Edition

- Citation: Samovar, L.A., Porter, R.E., & McDaniel, E.R. (2017). *Communication between cultures* (9th ed.). Boston: Wadsworth, Cengage Learning.
- The publisher's product page, which includes a bound book, eBook, and rental pricing, is located at: <https://www.cengage.com/c/communication-between-cultures-9e-samovar/9781285444628>

- Bound book: ISBN-10: 1285444620 / ISBN-13: 9781285444628
- eBook: ISBN-10: 1305995074 / ISBN-13: 9781305995079

## 2. Films:

You will need to view two assigned films during this course\*. You may rent or buy them. If you cannot find them locally, consider online sources such as Netflix, Apple iTunes, or Amazon.

- Crash (2005)
- Religulous (2008)

\*Unless you have seen these very recently, your familiarity with the content of the films will not likely be detailed enough for you to be able to meaningfully discuss their content and implications in the context of this course. The schedule in the course syllabus will let you know when you need to view them.

## 3. Complete the DiSC personal leadership assessment, using the access code/link that will be provided via email.

Inscape Publishing (2008). DiSC Classic Validation Research Report. Minneapolis, MN: Inscape Publishing. PDF posted on Canvas. For more information, see <https://www.discprofile.com/DiscProfile/media/PDFs-Other/Research%20Reports%20and%20White%20Papers/DiSCClassicValidationResearchReport.pdf>

## Weekly Required Readings and Instructor Presentations

- Required readings are drawn from the required textbook as well as a variety of electronic sources listed in the syllabus (under *Course Schedule: Weekly Topics & Readings*). **For electronic readings, convenient links to them are available in weekly Modules on Canvas and students are urged to use this means to access them** because links can more easily be kept up-to-date. (Although the syllabus provides the complete citations for readings, the links on Canvas sometimes provide PDF versions of documents when original URLs are no longer active.)
- Links to weekly instructor presentations will be posted on Canvas. Generally, they will not cover all of the contents of the required readings and are likely to provide real-world examples and introduce additional or alternative ideas that may rely on knowledge gained from the required readings to understand and fully appreciate. In addition, they commonly contain and cite a variety of references of models, theories, and other information that may or may not be listed in the syllabus

## Optional Readings & Resources

In addition to required reading, some weeks have listings of optional readings and resources suggested by the instructor. (See the end of this syllabus.) Although not required reading, they are provided because they may be useful for greater understanding of that week's topics and as potential relevant content for references in course assignments. More may be added and posted in the respective Module on Canvas during the course.

### Discussion Forums on Canvas

Discussion Forums are designed to facilitate asynchronous interactions about a particular thread or topic. You enter the discussion on your time schedule, read the postings, add comments, and introduce new material related to the topic. The purpose of a threaded discussion is to expand your knowledge through the collective research and comments on the subject. To be successful in online discussion forums, you need to visit the site frequently and become actively engaged in the process.

- Research the topic and add constructive comments and information
- Practice professional netiquette when communicating with others
- Visit and contribute to the discussion frequently
- Stay on the subject
- Share relevant experiences and external resources
- Strive for quality more than quantity of postings
- Include open ended questions in your postings to encourage dialogue

*Grading Rubric:* All discussions are graded by the instructor using a rubric that incorporates these recommendations and guidelines and can be viewed in the Assignments tab on Canvas. (Click on the “three dots” icon to the right of the forum title, and choose “Show Rubric.”)

#### Guidelines for Successful Online Discussion

Grade Range:	A (90-100)	B (80-89)	C (70-79)	D (60-69)	F (0)
<p><b>Description of Contribution</b></p> <p>Remember: Quality of contributions is more important than the number of postings or the length of postings.</p>	<p>Use of Analysis, Synthesis and Evaluation</p> <p>Critical and/or creative contribution</p> <p>Very clear that course content (readings, presentation(s), and/or film) was understood and incorporated well into responses</p> <p>Asks questions that extend the discussion and makes insightful, critical comments</p> <p>Contributes new information and identifies the source(s)</p>	<p>Use of Comprehension and Application</p> <p>Course content (readings, presentation(s), and/or film) was understood and incorporated into responses</p> <p>Exhibits good insights and understanding of discussion question</p> <p>Relates the issue to prior material covered in the course</p> <p>Goes beyond personal opinions and anecdotes</p>	<p>Use of Knowledge</p> <p>Postings not well aligned with course content (readings, presentation(s), and/or film)</p> <p>Repeats basic correct information related to discussion</p> <p>Relies on anecdotes, personal experience and opinions</p>	<p>Seemingly, no evidence that readings were understood or incorporated into the discussion</p> <p>Didn't do the readings or view the presentation(s)/film</p> <p>Relies on anecdotes, personal experience and opinions that may have superficial relevance to readings or class discussions</p>	<p>No participation</p>

Interactive class discussion that comes close to simulating an in-person classroom experience requires all students to make initial posts early enough in the week to give classmates time to read, ponder, interact, and contribute.

**ASSIGNMENTS/GRADING/DEADLINES**

Refer to “Course Schedule: Weekly Topics & Reading Materials” beginning on page 14 for week-by-week schedule.

<b>Assignment</b>	<b>Weighting</b>	<b>Due Date*</b>
1. Personal assessment paper using DiSC, etc. (An access code/link will be provided via email.)	10 percent of grade	Submit via Canvas by Sunday, May 24, 11:59 pm ET
2. Discussion forum posting about assigned film: <i>Crash</i>	10 percent of grade	Post in the appropriate discussion forum on Canvas by Sunday, May 17, 11:59 pm ET
3. Discussion forum posting about assigned film: <i>Religulous</i>	10 percent of grade	Post in the appropriate discussion forum on Canvas by Sunday, May 31, 11:59 pm ET
4. Oral presentation using VoiceThread or PowerPoint with audio narration about an assigned week of readings.	10 percent of grade	Submit in the appropriate discussion forum on Canvas by Monday 5:00 pm ET on week assigned
5. Online discussion postings about presentations by other students and the instructor (via Canvas)	35 percent of grade (7 percent per week)	Weeks 2-6. Post in the appropriate discussion forum on Canvas by no later than 5:00 PM ET each Friday and reply to other students’ initial posts by 11:59 pm ET on Sunday following presentation posted by each student and the instructor, except Week 6 when all discussion must be completed by 11:59 pm ET on Friday, June 19* due to end of semester.
6. Live class discussion (via conference on Canvas)	6 percent of grade (3 percent per live class meeting)	For approximately one hour at least twice during the course Tentatively: May 20 & June 11 (Refer to description of Assignment 6)
7. Final Paper	19 percent of grade	Submit via Canvas by Wednesday, June 17* by 5:00 pm ET

**\*Because of deadlines to submit grades to UF, no assignment will be accepted later than June 19 at 11:59 pm ET. Therefore, any assignment submitted after that time will receive a grade of “0.”**

**Assignment 1: Personal Assessment**

**Instructions**

1. Use the results of your DiSC profile for self-analysis along with other personality/leadership assessments, and/or systematic feedback from colleagues, peers, etc. to explain your leadership/personality style and how it is practiced. Emphasize how this affects your interaction with others.
2. Using the Developmental Model of Intercultural Sensitivity (DMIS), Intercultural Development Inventory (IDI) or other similar model, explain where you currently are regarding cultural sensitivity/competency and what has led to your status.

3. Regarding items one and two, briefly explain your strengths and areas you would like to improve and why.
4. Cite sources for information using APA formatting. (See APA Formatting and Style Guide at [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html))
5. Do not exceed three (3) single-spaced pages total, 12 pt. type, 1 in. margins (Excludes title page and references.) If your paper does not reach the page limit, it is highly likely it has not been developed fully to meet all of the assignment criteria!
6. Please be sure to put your name on your document and in the file name using this format: **studentname-assignment01-fyc6932-20**.
7. Besides content and organization, proper grammar and spelling will influence grades!

Grading Rubric:

- A rubric used for grading that incorporates the assignment criteria above is found in the Assignments tab on Canvas. By indicating specific point values for expected content, it provides guidance for focus and emphasis of the assignment.

**Assignments 2 & 3: Film Discussion on Canvas**

- Each student is required to contribute to online discussion on Canvas started by the instructor for each of the two (2) assigned films: *Crash* and *Religulous*.
- All students should respond to initial discussion question early in the week and interact with classmates in the forum throughout the week. Therefore, post initial discussion by no later than Friday at 5:00 pm ET and reply to initial discussion posts of other class members between then and Sunday at 11:59 pm ET. The lack of posting on Canvas by 11:59 pm Sunday each week as assigned may result in a grade of "0" for that week's discussion. This will negatively impact your grade for the course.
- Participation will be graded by the instructor on the quality of the postings, the use of outside resources, information from agencies and/or specific programs, and contributions to new knowledge. Quality and conciseness of response is valued over mere quantity or frequency of responses! Your goal should be to demonstrate by citation that you have read and understand the readings ... and can communicate, integrate, and apply the pertinent points from the readings and weekly presentations on Canvas to the films. Similarly, it is recommended to refer to presentations by students and/or the instructor as applicable. In general, your opinion should be backed up with supporting evidence using appropriate citations.
- Refer to "Discussion Forums on Canvas" for important guidelines to successful online discussion.

**Assignment 4: Oral Presentations on Assigned Weekly Reading to be uploaded to Student Presentation discussion forum on Canvas**

- You will develop an oral presentation using PowerPoint (or possibly VoiceThread) and share it with your instructor and your peers in the Student Presentation discussion forum on Canvas. This is so other students in the course can benefit from your learning. To share with your peers, post a brief description of your presentation along with either a narrated PowerPoint presentation or a link to your VoiceThread presentation in the Student Presentation discussion forum.
- Please note that it is likely that more than one student will be assigned a presentation on a given week. To avoid redundancy, avoid content covered by the instructor and, if you are a

student assigned to present about that week's readings with another student, you are encouraged to coordinate with the other student(s) to either:

- divide up the content for your respective individual presentations.
- or -
- create a joint presentation. (If so, be sure both names are on the presentations and efforts are shared because the students listed will receive the same grade.)

### **Presentation format:**

1. Choose an appropriate PowerPoint template.
  - Recommended: Simple designs with strong, clear lettering; and fonts without serifs (e.g., Arial, Calibri).
  - Present your ideas in simple bullet lists.
  - Cite your sources with the name of the author, date, and link to each original source.
  - You may use illustrations to highlight your points. However, you should use (a) Microsoft office clip art; (b) your own photographs with permissions by subjects understood; or (c) Creative Commons non-copyrighted photographs.
2. Add audio to explain your points for each slide in more detail, just as you would if you were giving a presentation in class or for a professional group. You may add audio narration to a PowerPoint presentation or use VoiceThread. The VoiceThread tool allows you to add audio narration to your PowerPoint presentation and then upload a link to it on the Canvas forum for others to view. Follow the VoiceThread instructions for creating your narrated presentation.
3. Classmates should learn something meaningful from your presentation. Present about five slides wherein you summarize the assigned readings and add new perspectives, examples, and/or suggested resources to enhance understanding of the topic(s).
4. Include a question or challenge to engage students and help prompt discussion in the Canvas discussion forum.
5. The maximum time allowed for the presentation is 15 minutes.
6. Using a headset is highly encouraged because it typically results in better audio quality.
7. Presentations will be evaluated by the instructor. A rubric used for grading that incorporates the assignment criteria above is found in the Assignments tab on Canvas. By indicating specific point values for expected content, it provides guidance for focus and emphasis of the assignment.

### **Other guidance:**

- *The presentation should provide enrichment of the week's topic.* Present an analysis of how the key concepts presented in the readings for the week can be applied, its limitations and shortcomings, along with providing support information beyond the assigned readings. What is the common thread of the week's readings and the overall message when viewed collectively? Building in some interaction is desirable. Although some synopsis of key points is likely necessary, most of the time should be dedicated to enlightening the rest of the class with additional ideas, practical application, etc. Therefore, "synopsis" of the reading material(s) should be limited to no more than one half of the presentation.
- *All students are expected to read and have a basic understanding of the assigned readings.* A major purpose of the student presentations is for the presenting student to not only

demonstrate knowledge of the assigned reading but to more thoroughly examine the readings, introduce other ideas, viewpoints, and information that expands and challenges the reading and helps broaden the understanding of the topics covered for the entire class.

Here are some criteria to keep in mind about developing your presentation:

<b>1. Content &amp; Methods</b>	
A. Synopsis of the week's reading material(s)	Presentation of an analysis of how the key concepts presented in the readings for the week can be applied, its limitations and shortcomings. What is the common thread of the week's readings and the overall message when viewed collectively? Synopsis of the reading material(s) should be limited to no more than one half of the presentation.
B. Enrichment of the week's topic with outside ideas/resources	Although some synopsis of key points is likely necessary, most of the time should be dedicated to enlightening the rest of the class with additional ideas, practical application, etc. Providing support information beyond the assigned readings.
C. Engagement with classmates	Creative methods used to encourage engagement of class with the presentation content. Include a question or challenge to engage students and help prompt discussion in the Canvas discussion forum.
D. Overall appeal/quality of the presentation slides, presenter narration, etc.	PowerPoint slides well organized and appealing, using proper grammar and spelling. Graphics incorporated as appropriate to increase visual appeal and/or understanding of concepts presented. Presenter(s) speak clearly and coherently and stay focused on the message.
<b>2. Citations &amp; References</b>	
Properly cite source(s) of presentation content	Proper citation and references of sources provided using APA formatting.
<b>3. Timing</b>	
A. Submit by deadline	10 percent deduction per day (or partial day) late.
B. Adhere to 15-minutes time constraint for presentation	1 point reduction per 5 minutes over or under 15 minutes.

**Assignment 5: Online Discussion Postings About Presentations by Other Students and the Instructor (via Canvas)**

- As each student posts an oral presentation, you are responsible to watch it and respond to it in the appropriate discussion forum on Canvas.
- It is possible that more than one student will be posting a presentation on a given week. Therefore, be sure to respond to each student presentation. However, there is no need to post discussion about your own although you are expected to join the discussion that you should prompt with a question or challenge in your own presentation.
- All students should respond to initial discussion question early in the week and interact with classmates in the forum throughout the week. Therefore, post initial discussion by no later than Friday at 5:00 pm ET and reply to initial discussion posts of other class members between then and Sunday at 11:59 pm ET. The lack of posting on Canvas by 11:59 pm on Sunday of each

week as assigned may result in a grade of "0" for that week's discussion.) This will negatively impact your grade for the course.

- Participation will be graded by the instructor on the quality of the postings, the use of outside resources, information from agencies and/or specific programs, and contributions to new knowledge. Quality and conciseness of response is valued over mere quantity or frequency of responses! Your goal should be to demonstrate you have watched and understood the content (from presentations, films, and readings) and can communicate, integrate, and apply the pertinent points when responding to weekly presentations. In general, your opinion should be backed up with supporting evidence using appropriate citations.
- Refer to "Discussion Forums on Canvas" on page 4 of the course syllabus for important guidelines for successful online discussion.

### **Assignment 6: Live class discussion (via Zoom Conferences from Canvas)**

- A live online discussion will be held with the instructor and classmates, for approximately one hour each, on these dates/times:
  - Wednesday, May 20, 6:00 pm ET (tentative)
  - Thursday, June 11, 12:00 noon ET (tentative)
- You can access the class meeting approximately 10 minutes before the start time by selecting "Zoom Conferences" on the menu in Canvas.
- To prepare for the discussions, you are encouraged to post on the discussion board either a question or a discussion point you'd like to address, even if you are not able to join us live. It can be focused on any topic related to the course to date; particularly ideas and discussion points that challenge the perspectives offered in the readings. Post your thoughts and questions at least one day before the discussion.
- If you are unable to join us, the sessions will be recorded. You are expected to watch the recording. To demonstrate that you watched the recording, you must:  
Listen to the recording of the class meeting and email a 1-2 page summary of the class meeting as a Word or PDF document to the instructor by 11:59 pm ET on the Sunday following the missed conference. Do not expect a reminder from the instructor.
- Our class sessions will all be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

### **Assignment 7: Final Paper**

Choose one (or a combination) of these four topics:

- A. Develop a comprehensive diversity plan\* for an organization, preferably one related to family, youth, or community sciences. It can be a fictional/proposed organization or a current/actual one. Explain why you selected the organization and indicate whether it is real or fictional. (\*There is quite a bit of flexibility on what this may be; the key word is *comprehensive*.)

- B. Develop a personal plan for yourself or your family that will provide for the development of cultural competencies as covered in this course.
- C. Investigate the diversity/cultural competency practices of an existing organization. Analyze its strengths and weaknesses related to diversity and make recommendations for improvement.
- D. Choose a current event or other diversity & inclusion-related topic currently in the news and apply course concepts and context to address the issue in a thoughtful, scholarly manner. (Examples: racism, sexism, immigration, health disparities, income inequality, political discourse related to diversity & inclusion, etc.)

Your resulting paper should:

1. Clearly and thoroughly demonstrate your achievement of the course objectives by providing evidence of your mastery of course topics and readings and how to apply the knowledge in a logical, concise way based on the assignment criteria. (That is why this assignment accounts for 24 percent of your grade.)
2. Apply models and theories addressed in this course as frameworks and validations for plans and/or recommendations. Use citations and appropriate references to show that connection. Use readings from this course as well as additional relevant, credible sources.
3. Provide suitable background information as needed to explain the topic you chose to address. **A simple piece of advice: Pretend the reader doesn't know you or what was taught in FYC6932 except from reading your paper.**
4. Not exceed eight (8) single-spaced pages total, 12 pt. type, 1 in. margins (Excludes title page, references, and any appendices.)
5. Please be sure to put your name on your document and in the file name using this format: **studentname-assignment07-fyc6932-20**.
6. Be well-written. Besides content and organization, formatting/appearance, conforming to assignment details; proper grammar and spelling will also influence grades! (Proof reading is highly recommended before submitting.)
7. Use APA formatting for citations and references. See APA Formatting and Style Guide at [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html).
8. Follow conventions of ethical writing (non-plagiarism) described in "Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing" by Miguel Roig. They are outlined at <http://ori.hhs.gov/plagiarism-0>.
9. Upload to Canvas by the deadline listed under the Assignments/Grading/Deadlines section of the syllabus on page 5.

Grading Rubric:

- A rubric used for grading that incorporates the assignment criteria above is found in the Assignments tab on Canvas. By indicating specific point values for expected content, it provides guidance for focus and emphasis of the assignment.

## GRADING, ATTENDANCE/PARTICIPATION

### Grades and Grade Points

Grading Scale is as follows:

Percentage	93.0 or greater	90.0-92.9	87.0-89.9	83.0-86.9	80.0-82.9	77.0-79.9	73.0-76.9	70.0-72.9	67.0-69.9	63.0-66.9	60.0-62.9	<.60.0
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Note: C- or below is not a passing grade for FYCS majors.

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Attendance/Participation

- Students are expected to participate fully in all aspects of the course. Therefore, class attendance and participation are strongly encouraged, although technically not required. You are likely to do better in the course and its assignments if you actively participate.
- According to the UF undergraduate catalog: “If you do not attend at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however, if you fail to attend the first few days of class. By posting a notice in the department office, the department will notify you if you have been dropped from the course or laboratory. You can request reinstatement on a space-available basis if you present documented evidence.” This policy will be in effect for FYC 6932 and participation will be monitored on the first week of class.

### Absences and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### Excused Absences

- According to UF Attendance Policies:  
Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate, and court-imposed legal obligations (e.g., jury duty or subpoena). Refer to:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### Deadlines and Late Assignments

- It is the student’s responsibility to meet deadlines, follow instructions, and submit assignments as required.
- All late assignments will be penalized 10% for each day late. This penalty starts the minute after the assignment was due. Only University-approved excuses will be accepted.

- The instructor aims to post grades for each assignment within one week of the assignment deadline.

### **Grade Changes (or lack thereof)**

Grade changes or providing additional opportunities for points for any students who did not earn their grade in the normal course of the semester will not be made. At the end of the semester, your grade is the grade you have earned.

## **OTHER COURSE POLICIES, PROCEDURES, AND RESOURCES**

### **Netiquette: Communication Courtesy**

Treat the other students and the instructor with respect and expect to be treated with respect. All members of the class are expected to follow rules of common courtesy in all online communication. For specific guidelines read the following:

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### **Confidentiality**

Respect for confidentiality of personal information shared by your classmates is an absolute must. Do not talk to others about personal information your classmates share in discussions. Likewise, if you choose to share personal information or use a friend or family member as a case example, please refrain from using their names and/or identifying information.

### **Academic Honesty**

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

Concise guidelines for ethical writing (non-plagiarism) are described in "Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing" by Miguel Roig. They are outlined at <http://ori.hhs.gov/plagiarism-0>.

### **Student Complaint Process (Online Course)**

If you have a complaint, please share with the instructor. If it cannot be resolved, refer to UF policy at: <http://www.distance.ufl.edu/student-complaints>.

## Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

## Getting Technical Help

For technical difficulties with Canvas or elearning, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

## Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/)*
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Training Programs
  - Community Provider Database
- *U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)*

Your well-being is important to the University of Florida. The *U Matter, We Care* initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the *U Matter, We Care* Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at (352) 392-1575. The *U Matter, We Care* Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.
- *Career Resource Center, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)*

### **Services for Students with Disabilities**

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

Please note: This course aims to be inclusive and accommodating of students of all levels of ability. Reasonable accommodations will be made based on letters of accommodation and other guidance from the DRC. For example, time allowed to complete quizzes and exams may be adjusted for students requiring accommodations for disabilities, and weekly instructor PowerPoint presentations will typically be posted as PDF files in the respective Weekly Module on Canvas by the day before class each week.

### **COURSE SCHEDULE: WEEKLY TOPICS & READING MATERIALS**

#### **Summer A/C 2020 Dates and Deadlines**

Official dates are posted in the UF Undergraduate Catalog at <https://catalog.ufl.edu/UGRD/dates-deadlines/2019-2020/#summeractext>

**General Timing:** Each week of the course begins on Monday and ends at 11:59 pm ET on Sunday.

Refer to specifics about course deadlines under the Assignments/Grading/Deadlines section of the syllabus on page 5.

#### **Week 1 – Beginning Monday, May 11, 2020**

Course organization and expectations/syllabus

Academic/theoretical background for diversity and cultural competency

#### **Topics:**

- Course organization and expectations/questions about syllabus
- Academic/theoretical background for diversity and cultural competency
- An introduction to culture and cultural competency and sensitivity
- Four Layers of Diversity
- A Developmental Model of Intercultural Sensitivity (DMIS)
- Exploration of personal/leadership styles via DiSC

#### **Required Reading & Other Assignments**

- View the instructor presentation(s) and any student presentations posted on Canvas in that week's Module. Post in the appropriate discussion forum on Canvas by the deadline listed under the Assignments/Grading/Deadlines section of the syllabus on page 5.
- Complete DiSC personal leadership assessment after you receive the code/link provided by email. This will be needed for Assignment 1 and likely to be part of the Final Paper.
- FYC6932 current Course Syllabus posted on Canvas at <http://elearning.ufl.edu>.

- Roig, Miguel (2013). *Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing*. St. Johns University/US Department of Health & Human Services Office of Research Integrity. Retrieved from <http://ori.hhs.gov/sites/default/files/plagiarism.pdf>. **Required reading: "Complete list of guidelines" found on pp. 41-44** of the report and summarized at <http://ori.hhs.gov/plagiarism-0>.
- View the film *Crash* in time to contribute to the appropriate discussion forum on Canvas by the deadline listed under the Assignments/Grading/Deadlines section of the syllabus on page 5. Taking careful notes is recommended for the purpose of posting discussion and responding to comments by others. If you have seen this film before, you'll need to watch it again to remember enough detail worthy of class discussion.
- Communication Between Cultures, Chapter 1, pp. 17-22 (1-16 recommended but not required); Chapter 2, pp. 37-67.
- Van Hook, C.W. (November 2000). Preparing teachers for the diverse classroom: A developmental model of intercultural sensitivity. In D. Rothenberg (Chair) *Issues in early childhood education: Curriculum, teacher education, & dissemination of information*. Proceedings of the Lilian Katz Symposium, Champaign, IL pp. 67-72. Retrieved from <http://ecap.crc.illinois.edu/pubs/katzsym/katzsym.pdf>. This provides a concise overview of the Developmental Model of Intercultural Sensitivity (DMIS). PDF posted on Canvas and links at <http://ecap.crc.illinois.edu/pubs/katzsym/katzsym.pdf>. (Also available from <http://eric.ed.gov/?id=ED470878>).

**Week 2 - Beginning Monday, May 18, 2020**

The Deep Structure of Culture: Lessons from the Family

Culture and Identify: Situating the Individual

The Challenges of Intercultural Communication: Managing Differences

Cultural Norms (instructor presentation)

Civil Rights (instructor presentation)

Live Class Meeting 1 of 2 via Zoom Conferences from Canvas – May 20 (tentative)

**Required Readings & Other Assignments:**

- View the instructor presentation(s) and any student presentations posted on Canvas in that week's Module. Post in the appropriate discussion forum on Canvas by the deadline listed under the Assignments/Grading/Deadlines section of the syllabus on page 5.
- Communication Between Cultures, Chapter 3, pp. 68-102.
- Communication Between Cultures, Chapter 7, pp. 247-264; Chapter 11, pp. 389-399.
- Civil Rights Laws, Authorities, and Regulations – overview of laws enforced by U.S. Equal Employment Opportunity Commission (EEOC), Department of Justice, Department of Labor:
  - <http://www.eeoc.gov/laws/statutes/index.cfm>
  - <http://www.dol.gov/oasam/regs/statutes/titleix.htm>
  - <https://www.justice.gov/crt/fcs/TitleVI>
  - [https://www.ada.gov/ada\\_title\\_II.htm](https://www.ada.gov/ada_title_II.htm)
  - [https://www.ada.gov/ada\\_title\\_III.htm](https://www.ada.gov/ada_title_III.htm)
- Upload Personal Assessment Paper to Canvas by the deadline listed under the Assignments/Grading/Deadlines section of the syllabus on page 5.

**Week 3 - Beginning Monday, May 25, 2020** (Memorial Day is a holiday but no class activity is scheduled for this day)

Worldview and Religion

Privilege (instructor presentation)

**Required Readings & Other Assignments:**

- View the instructor presentation(s) and any student presentations posted on Canvas in that week's Module. Post in the appropriate discussion forum on Canvas by the deadline listed under the Assignments/Grading/Deadlines section of the syllabus on page 5.
- Communication Between Cultures, Chapter 4, pp. 103-160. (Chapter 5 is optional but recommended.)
- McIntosh, P. (July/August 1989). White Privilege: Unpacking the Invisible Knapsack. In Peace and Freedom. Retrieved from: [https://psychology.umbc.edu/files/2016/10/White-Privilege\\_McIntosh-1989.pdf](https://psychology.umbc.edu/files/2016/10/White-Privilege_McIntosh-1989.pdf). PDF posted on Canvas.
- View the film *Religulous* in time to contribute to the appropriate discussion forum on Canvas by the deadline listed under the Assignments/Grading/Deadlines section of the syllabus on page 5. Taking careful notes is recommended for the purpose of posting discussion and responding to comments by others. If you have seen this film before, you'll need to watch it again to remember enough detail worthy of class discussion.

**Week 4 - Beginning Monday, June 1, 2020**

Intercultural Communication in Context

Learning Styles: Dunn and Dunn Learning Style Model of Instruction (instructor presentation)

**Required Readings & Other Assignments:**

- View the instructor presentation(s) and any student presentation(s) posted on Canvas in that week's Module.
- Communication Between Cultures, Chapter 10, pp. 339-379
- UCLA (n.d.) The Dunn and Dunn Learning Style Model of Instruction. Retrieved from [http://www.ethica.dk/doc\\_uflash/The%20Dunn%20and%20Dunn%20Learning%20Style%20Model%20of%20Instruction.htm](http://www.ethica.dk/doc_uflash/The%20Dunn%20and%20Dunn%20Learning%20Style%20Model%20of%20Instruction.htm). (PDF posted on Canvas.)

**Week 5 - Beginning Monday, June 8, 2020**

Marketing to diverse audiences (instructor presentation)

Organizational diversity plans

Live Class Meeting 2 of 2 via Zoom Conferences from Canvas – June 11 (tentative)

**Required Readings & Other Assignments:**

- View the instructor presentation(s) and any student presentations posted on Canvas in that week's Module. Post in the appropriate discussion forum on Canvas by the deadline listed under the Assignments/Grading/Deadlines section of the syllabus on page 5.
- Communication Between Cultures, Chapter 11, pp. 380-388 & pp. 400-407.
- Diem, K. G. (Winter 2008). Applying marketing concepts to non-profit/educational organizations: The youth professional's responsibilities in program marketing & promotion. *Journal of Youth Development*, 3(3). Retrieved from <https://jyd.pitt.edu/ojs/jyd/article/viewFile/286/272> (PDF posted on Canvas)

- Best Practices for Managing Organizational Diversity by Patricia A. Kreitz, 2007. PDF posted on Canvas and link at <http://www.slac.stanford.edu/cgi-wrap/getdoc/slac-pub-12874.pdf>

**Week 6 - Beginning Monday, June 15, 2020**

Cultural Values: Road Maps for Behavior

Generational Differences (Instructor presentation)

**Required Readings & Other Assignments:**

- View the instructor presentation(s) and any student presentations posted on Canvas in that week's Module. Post in the appropriate discussion forum on Canvas by the deadline listed under the Assignments/Grading/Deadlines section of the syllabus on page 5.
- Communication Between Cultures, Chapter 6, pp. 198-242; Chapter 5, pp. 195-196 (Developing Historical Memory Competency)
- Sherrod, M. (2014). Generational differences: Communication preferences [Prezi presentation]. Retrieved from <https://prezi.com/g8r1foyxpej/copy-of-generational-differences-communication-preferences/>
- Melting Pot or Tossed Salad? Implications for Designing Effective Multicultural Workgroups by Anne Susann Bachmann in Management International Review vol. 46, 2006/6, pp. 721-747. Retrieved from [http://edit752.pbworks.com/f/Bachman\\_Multicultural.pdf](http://edit752.pbworks.com/f/Bachman_Multicultural.pdf)
- Upload Final Paper to Canvas by the deadline listed under the Assignments/Grading/Deadlines section of the syllabus on page 5.
- Complete Instructor/Course Evaluation via *Gator Evals* when it is announced to be available.

**WANT TO KNOW MORE?**

**Optional/Supplemental Reading & Resources Suggested by the Instructor**

In addition to required reading, most weeks have listings of optional readings and resources suggested by the instructor may be posted in Canvas. Although not required reading, they are provided because they may be useful for greater understanding of that week's topics and as potential relevant content for references in course assignments. More may be added and posted in the respective Module on Canvas during the course. Please report any broken links to the instructor so they can be corrected on Canvas. Thank you.

**Week 1 - Optional/Supplemental Reading & Resources**

Although not required reading, the following manuscript by Milton Bennett not only provides excellent background detail on DMIS, but also a very useful foundation for this course. You are urged to review it:

Bennett, M.J. (1998). Intercultural Communication: A Current Perspective. In Basic Concepts of Intercultural Communication: Selected Readings. Edited by Milton J. Bennett. Intercultural Press. Retrieved October 15, 2009 from <http://www.intercultural.org/mair/reading25.pdf>. PDF posted on Canvas.

- Bennett, M. (1986). A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations*, 10, 179-195.
- Bennett, M. J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Education for the intercultural experience* (2nd ed., pp. 21-71). Yarmouth, ME: Intercultural Press.
- Bennett, M.J. (1998). Intercultural Communication: A Current Perspective. In *Basic Concepts of Intercultural Communication: Selected Readings*. Edited by Milton J. Bennett. Intercultural Press. Retrieved October 15, 2009 from <http://www.intercultural.org/mair/reading25.pdf>.
- Gardenswartz, L. & Rowe, A. (1998). *Managing diversity: a complete desk reference and planning guide*, p. 25. New York: McGraw-Hill. Retrieved from <http://www.gardenswartzrowe.com/images/FOUR%20LAYERS.pdf>.
- Hammer, M. & Bennett, M. (1998). *Manual: The Intercultural Development Inventory (IDI)*. Portland, OR: The Intercultural Communication Institute.
- Hammer, M. (1999). A measure of intercultural sensitivity: the Intercultural Development Inventory. In Fowler, S. (Ed.), *Intercultural sourcebook: Cross-cultural training methods*, Vol. 2. (pp. 61-70). Yarmouth, ME: Intercultural Press.
- Intercultural Development Company LLC. (2018). *The roadmap to intercultural competence using The Intercultural Development Inventory® (IDI®)*. Retrieved from <http://idiinventory.com>
- Ting-Toomey, S. (1999). *Communication Across Cultures*, p.49. Figure 2.2. A mindful intercultural communication model: Components, criteria, and outcomes.
- Ting-Toomey, S. (1999). *Communication Across Cultures*, p.52. Figure 2.3. Four-stage intercultural communication competence: A staircase model.

## **Week 2 - Optional/Supplemental Reading & Resources**

UF FYCS Department (n.d.). Strengthening programs to reach diverse audiences - A Web-based curriculum at: <http://fycs.ifas.ufl.edu/diversity/diversity%20website/home.htm>

In particular:

Planning programs to break down cultural barriers (Unit 2). Retrieved from <http://fycs.ifas.ufl.edu/diversity/diversity%20website/unit2.pdf>.

## **Week 3 - Optional/Supplemental Reading & Resources**

## **Week 4 - Optional/Supplemental Reading & Resources**

Edutopia (2014). What is your learning style? Retrieved from <http://www.edutopia.org/multiple-intelligences-learning-styles-quiz>

Schaffer, S. (n.d.). Learning styles. <http://sites.psu.edu/shafferpsy/teaching-learning-resources2/teaching-learning-topics-resources/learning-styles/>

Schaffer, S. C. (n.d.). Learning styles: Understanding and accounting for differences among students [online tutorial]. Retrieved from <http://www.personal.psu.edu/scs15/breeze/ls/ls/>

### **Week 5 - Optional/Supplemental Reading & Resources**

### **Week 6 - Optional/Supplemental Reading & Resources**

Gaylor, D. (2002). *Generational differences*. Retrieved from [http://www.agts.edu/faculty/faculty\\_publications/articles/creps\\_generations\\_chart.pdf](http://www.agts.edu/faculty/faculty_publications/articles/creps_generations_chart.pdf). (PDF posted on Canvas.)

*Generational Differences Chart*. (n.d.). Retrieved from <http://www.wmfc.org/uploads/GenerationalDifferencesChart.pdf>

Sidberry, T. (2014). Achieving diversity in the non-profit workplace: A step-by-step guide. Retrieved from the Third Sector New England website: <http://www.tsne.org/achieving-diversity-nonprofit-workplace-step-step-guide>

### **Other Helpful Information and General References**

APA Formatting and Style Guide

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Children, Youth, and Families Education and Research Network (CYFERnet)  
Practical Research-based Information from the Nation's Leading Universities.  
<http://www.cyfernet.org/>

Program Evaluation Resources.

Information and links to other resources that will help you design and evaluate educational programs.  
<http://njaes.rutgers.edu/evaluation/resources/>

Extension Southern Region Evaluation web site  
<http://www.ca.uky.edu/agpsd/soregion.htm>

Kids Count Data Book and other data about children & families  
<http://www.aecf.org/work/kids-count/>

USA QuickFacts from the US Census Bureau, including state and county data  
<https://www.census.gov/quickfacts/>

Google Scholar (a more useful search engine for scholarly sources)  
<http://scholar.google.com>

<p><b>This syllabus is subject to change/improvement as needed. The most current version is posted on Canvas.</b></p>
---