FYC 6932 – Principles and Practices of Diversity and Inclusion (Online)
Sections 0069, 007A, 028D, Summer A 2018, 3 credits

COURSE SYLLABUS
DRAFT Version – April 23, 2018

Syllabus Subject to Change – Most Recent Version is Posted on Canvas
Special notice: Although the instructor has previously taught this subject in many forms, this Summer A course is brand new at UF in 2018 and is still evolving. Thank you for your patience as well as your active participation that will contribute positively to that evolution.

<table>
<thead>
<tr>
<th>Instructor: Dr. Keith G. Diem, Professor</th>
<th>Department of Family, Youth, and Community Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Hours and Course Communications:</td>
<td>Office location:</td>
</tr>
<tr>
<td>W 2:00–4:00 pm/by appt. (Please note: office hours are subject to change due to other university responsibilities)</td>
<td>G083 McCarty Hall B</td>
</tr>
<tr>
<td>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.</td>
<td>University of Florida</td>
</tr>
<tr>
<td></td>
<td>Phone: (352) 273-3515</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:keithdiem@ufl.edu">keithdiem@ufl.edu</a></td>
</tr>
<tr>
<td>Course access via Canvas:</td>
<td><a href="http://elearning.ufl.edu">http://elearning.ufl.edu</a></td>
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</tbody>
</table>

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. Develop cultural competency skills.
3. Recognize the value of diversity 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, and discrimination.
6. Understand the variety of cultural perspectives and influences that promote and hinder the success of family, youth, and community sciences programs.
8. Understand how diversity of program participants (including cultural and generational differences, preferred learning styles, etc.) affects program planning and delivery.
9. Be able to identify underserved audiences and how to increase diversity and participation of underserved audiences.
10. Be creative in working in diverse groups, solving problems effectively, and achieving 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


   - 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
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.


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 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

Guidelines for Successful Online Discussion

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weighting</th>
<th>Due Date*</th>
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<tbody>
<tr>
<td>Personal assessment paper using DiSC, etc. (An access code/link will be provided via email.)</td>
<td>15 percent of grade</td>
<td>Submit via Canvas by Sunday, May 27, 11:59 pm ET</td>
</tr>
<tr>
<td>2. Discussion forum posting about assigned film: <em>Crash</em></td>
<td>10 percent of grade</td>
<td>Submit via Canvas by Sunday, May 20, 11:59 pm ET</td>
</tr>
<tr>
<td>3. Discussion forum posting about assigned film: <em>Religious</em></td>
<td>10 percent of grade</td>
<td>Submit via Canvas by Sunday, June 3, 11:59 pm ET</td>
</tr>
<tr>
<td>4. Oral presentation using VoiceThread or PowerPoint with audio narration about an assigned week of readings.</td>
<td>15 percent of grade</td>
<td>Submit via Canvas by Monday 11:59 pm ET on week assigned</td>
</tr>
<tr>
<td>5. Online discussion postings about presentations by other students and the instructor (via Canvas)</td>
<td>18 percent of grade (3 percent per week)</td>
<td>Generally weekly. Comment in discussion forum by 11:59 pm ET on Sunday following presentation posted by each student and the instructor. (Usually only an instructor presentation on Week 1.)</td>
</tr>
<tr>
<td>6. Final Paper</td>
<td>26 percent of grade</td>
<td>Submit via Canvas by Wednesday, June 20* by 11:59 pm ET</td>
</tr>
<tr>
<td>7. Live class discussion (via conference on Canvas)</td>
<td>6 percent of grade (3 percent per live class meeting)</td>
<td>For approximately one hour at least twice during the course Tentatively: May 23 &amp; June 14 (Refer to description of Assignment 7)</td>
</tr>
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</table>

*Because of deadlines to submit grades to UF, no assignment will be accepted later than June 22 at 11:59 pm ET. Any assignment submitted after that time will receive a grade of “0” for that assignment.

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 http://owl.english.purdue.edu/owl/resource/560/01)

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-assignment07-fyc6932-18.

7. Besides content and organization, proper grammar and spelling will influence grades!

**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.

- All students should respond to initial discussion question early in the week and interact with classmates in the forum throughout the week. **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 (and 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 possible that more than one student will be assigned a presentation on a given week. To avoid redundancy 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 you will both 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. See the “Grading Rubric for Presentations” for more information about grading criteria. Click on the gear-icon to the right of the forum title, and choose "Show Rubric"

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:

<table>
<thead>
<tr>
<th>1. Content &amp; Methods</th>
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<tbody>
<tr>
<td>A. Synopsis of the week’s reading material(s)</td>
<td>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.</td>
</tr>
<tr>
<td>B. Enrichment of the week’s topic with outside ideas/resources</td>
<td>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.</td>
</tr>
<tr>
<td>C. Engagement with classmates</td>
<td>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.</td>
</tr>
<tr>
<td>D. Overall appeal/quality of the presentation slides, presenter narration, etc.</td>
<td>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.</td>
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<table>
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<tr>
<th>2. Citations &amp; References</th>
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<tbody>
<tr>
<td>Properly cite source(s) of presentation content</td>
<td>Proper citation and references of sources provided using APA formatting.</td>
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<tr>
<th>3. Timing</th>
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<tbody>
<tr>
<td>A. Submit by deadline</td>
<td>10 percent deduction per day (or partial day) late.</td>
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<tr>
<td>B. Adhere to 15-minutes time constraint for presentation</td>
<td>1 point reduction per 5 minutes over or under 15 minutes.</td>
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**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. Be sure to respond to each. However, there is no need to post discussion about your own although you are encouraged 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. 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 you have watched and understood the presentations and can communicate, integrate, and apply the pertinent points from the readings 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" for important guidelines for successful online discussion.

Assignment 6: Final Paper

Choose one (or a combination) of these three 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.

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 30 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-assignment06-fyc6932-18.

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.)


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.
Grading Rubric:
- A rubric used for grading that incorporates the assignment criteria above is posted on Canvas. By indicating specific point values for expected content, it provides guidance for focus and emphasis of the assignment.

Assignment 7: Live class discussion (via conference on Canvas)

- A live online discussion will be held with the instructor and classmates, for approximately one hour each, on these dates/times:
  - Wednesday, May 23, 6:00 pm ET (tentative)
  - Thursday, June 14, 12:00 noon ET (tentative)

- You can access the discussion forum approximately 10 minutes before the start time by selecting "Conferences" on the menu.
- 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.

GRADING, ATTENDANCE/PARTICIPATION

Grades and Grade Points

Grading Scale is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>93.0 or greater</td>
<td>A</td>
</tr>
<tr>
<td>90.0-92.9</td>
<td>A-</td>
</tr>
<tr>
<td>87.0-89.9</td>
<td>B+</td>
</tr>
<tr>
<td>83.0-86.9</td>
<td>B</td>
</tr>
<tr>
<td>80.0-82.9</td>
<td>B-</td>
</tr>
<tr>
<td>77.0-79.9</td>
<td>C+</td>
</tr>
<tr>
<td>73.0-76.9</td>
<td>C</td>
</tr>
<tr>
<td>70.0-72.9</td>
<td>C-</td>
</tr>
<tr>
<td>67.0-69.9</td>
<td>D+</td>
</tr>
<tr>
<td>63.0-66.9</td>
<td>D</td>
</tr>
<tr>
<td>60.0-62.9</td>
<td>D-</td>
</tr>
<tr>
<td>&lt;.60.0</td>
<td>E</td>
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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.

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
- (352) 392-HELP - select option 2
- https://iss.at.ufl.edu/help.shtml

Online Course Evaluation Process
Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/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 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 2018 Dates and Deadlines
Official dates are posted in the UF Undergraduate Catalog at
https://catalog.ufl.edu/ugrad/current/Pages/adsumac1718.aspx

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

<table>
<thead>
<tr>
<th>Week 1 – Beginning Monday, May 14, 2018</th>
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<tbody>
<tr>
<td>Course organization and expectations/syllabus</td>
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<tr>
<td>Academic/theoretical background for diversity and cultural competency</td>
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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.
- 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.

  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 discussion forum on Canvas by the prescribed deadline. Taking careful notes is recommended for the purpose of providing Blackboard 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.

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<tr>
<th>Week 2 - Beginning Monday, May 21, 2018</th>
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<tr>
<td>The Deep Structure of Culture: Lessons from the Family</td>
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<td>Culture and Identify: Situating the Individual</td>
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<tr>
<td>The Challenges of Intercultural Communication: Managing Differences</td>
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<td>Cultural Norms (instructor presentation)</td>
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<tr>
<td>Civil Rights (instructor presentation)</td>
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<tr>
<td>Live Class Meeting 1 of 2 via Canvas – May 23 (tentative)</td>
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</tbody>
</table>

**Required Readings & Other Assignments:**
- View the instructor presentation(s) and any student presentations posted on Canvas in that week’s Module.
- Communication Between Cultures, Chapter 3, pp. 68-102.
- Communication Between Cultures, Chapter 7, pp. 247-264; Chapter 11, pp. 389-399.
  - [https://www.eeoc.gov/laws/statutes/](https://www.eeoc.gov/laws/statutes/)
  - Specific laws to note:
    - Title IX, Education Amendments of 1972
      - [http://www.dol.gov/oasam/regs/statutes/titleix.htm](http://www.dol.gov/oasam/regs/statutes/titleix.htm)
    - The Americans with Disabilities Act of 1990, Title I and V

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<th>Week 3 - Beginning Monday, May 28, 2018</th>
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<tr>
<td>Worldview and Religion</td>
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<td>Privilege (instructor presentation)</td>
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**Required Readings & Other Assignments:**
- View the instructor presentation(s) and any student presentations posted on Canvas in that week's Module.
- Communication Between Cultures, Chapter 4, pp. 103-160. (Chapter 5 is optional but recommended.)
- View the film *Religious* in time to contribute to the discussion forum on Canvas by the prescribed deadline. Taking careful notes is recommended for the purpose of providing Blackboard 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 4, 2018

**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 presentations posted on Canvas in that week's Module.
- Communication Between Cultures, Chapter 10, pp. 339-379

### Week 5 - Beginning Monday, June 11, 2018

**Marketing to diverse audiences** (instructor presentation)  
Organizational diversity plans  
Live Class Meeting 2 of 2 via Canvas – June 14 (tentative)

#### Required Readings & Other Assignments:
- View the instructor presentation(s) and any student presentations posted on Canvas in that week's Module.

### Week 6 - Beginning Monday, June 18, 2018

**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.
- Communication Between Cultures, Chapter 6, pp. 198-242; Chapter 5, pp. 195-196 (Developing Historical Memory Competency)
Final Paper due Wednesday, June 20 by 11:59 pm ET. (Submit via Canvas.)
Complete Instructor/Course Evaluation via GatorRater 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 TA and instructor so they can be corrected on Canvas. Thank you.

Week 1 - Optional/Supplemental Reading & Resources

- References of diagrams included in instructor presentation:
  - Diagram of DMIS/IDI models (as mentioned in paper by Van Hook).
    Sources:
    - and -

- Four Layers of Diversity

- Ting-Toomey, S. (1999). Communication Across Cultures, p.52. Figure 2.3. Four-stage intercultural communication competence: A staircase model.

- Ting-Toomey, S. (1999). Communication Across Cultures, p.49. Figure 2.2. A mindful intercultural communication model: Components, criteria, and outcomes.

**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:


Ting-Toomey, S. (1999). Communication Across Cultures, p.49. Figure 2.2. A mindful intercultural communication model: Components, criteria, and outcomes. (PDF posted on Canvas.)

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**

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

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


**Week 7 - Optional/Supplemental Reading & Resources**


**Other Helpful Information and General References**

APA Formatting and Style Guide
[http://owl.english.purdue.edu/owl/resource/560/01](http://owl.english.purdue.edu/owl/resource/560/01)

Children, Youth, and Families Education and Research Network (CYFERnet) Practical Research-based Information from the Nation's Leading Universities.

Program Evaluation Resources. Information and links to other resources that will help you design and evaluate educational programs.
[http://njaes.rutgers.edu/evaluation/resources/](http://njaes.rutgers.edu/evaluation/resources/)

Extension Southern Region Evaluation web site
[http://www.ca.uky.edu/agpsd/soregion.htm](http://www.ca.uky.edu/agpsd/soregion.htm)

Kids Count Data Book and other data about children & families

USA QuickFacts from the US Census Bureau, including state and county data
[https://www.census.gov/quickfacts/](https://www.census.gov/quickfacts/)

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

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This syllabus is subject to change/improvement as needed. The most current version is posted on Canvas.