

**AED 408
SYLLABUS**

PREPARING FOR DAILY LIFE IN A DIVERSE WORLD
Class delivered on-line

Instructors: Billye B. Foster
Associate Professor
Department of Agricultural Education
Forbes 240a
Office number: 909-8402
billye@ag.arizona.edu

Office hours: **During the winter session I will be checking email once daily Monday through Friday.**

Class Web Site: <http://www.d2l.arizona.edu> and other appropriate sites

Description:

This course is designed as a work world preparation course for all majors. As students ready to leave the relative safety of the cocooned worlds of their chosen disciplines, this course provides practical tools and information necessary to succeed in a diverse and changing world of work. By combining interactive learning, current and relevant readings, and key presenters the course will help completers integrate more smoothly into the next phase of their lives.

As the world shrinks and we find ourselves playing roles in an increasingly diverse society, understanding the communication process and how culture, race and gender affect interpersonal communication becomes ever so more important for all of us. In the College of Agriculture and Life Sciences we address a diverse and large number of professions and disciplines. The class will take an objective look at our own beliefs and the beliefs and systems espoused by our chosen disciplines. The students that graduate today will create the way our fields operate in the future.

The distance education section of this course will be web provided and utilize a variety of sources available online. The class will be divided into 15 modules. Each module can be completed at the student's own pace. However, weekly journals must be kept online throughout the course time frame.

Objectives:

Specific objectives for this course include:

1. Become aware and knowledgeable about diversity issues and acceptance in your specific field of endeavor.
2. Develop an understanding of the elements of society that affect our daily interactions.



3. Consider the social roles involved in cross-gender, same-gender, cross-cultural, and racial interactions and relationships.
4. Increase individual awareness of the many forms of diversity that surround you.
5. Devise a personal synthesis and strategy for strengthening our communication skills and improving our effectiveness in handling issues of diversity.

Operating Principles:

In order to achieve the course philosophy and objectives, we have developed the following operating principles. Each of us will:

1. Take ownership and responsibility for the conduct of the class.
2. Be prepared (e.g. to do reading and other assignments on time and be ready to discuss the assignments online);
3. Contribute to discussion in a courteous, substantive and thoughtful manner;
4. Review content and provide feedback (think about material after class and provide constructive feedback to facilitators);
5. Respect the comments made by all participants in class discussions and do not attribute any comments made in the class to individuals in descriptions or discussions about the course with anyone not participating in the course.
6. Maintain online journals and weekly discussion points.

Text:

Suggested:

Reading packet retrieved on the D2L sight.

Assigned Readings: An online reading packet will include articles published in a variety of journals, newspaper and popular press. Occasionally these readings will be from published books. These readings will be used to enhance the assignments and classroom discussions. They will be given due dates that correspond with the course schedule.

Expectations:

- Weekly login to the D2L website.
- Read all assigned work.
- Participate in class discussions online.
- Complete all assignments in a timely manner.
- Complete personal interview with instructor using an electronic dialog.

Modules:

1. Begin with the end in mind--Understanding who we are
2. Culture, Values and World Views



3. The Shadow of Hate
4. Stereotypes and Social constructions of difference—The Asian American Experience
5. Oppression—Who is free from this?—The Irish American Experience
6. Privilege—The Hispanic/Latino American Experience
7. Difference and privilege—The African American Experience
8. Gender identity—Sometimes perplexing
9. Communication—It’s not as easy as you think
10. One Survivor Remembers
11. Disabilities
12. Religions—The American Indian Experience
13. Shadow of Hate—Processing it All
14. Culture Shock
15. Working with others and Conflict Management

Grading Policy:

Grades will be based on a 950 point total.

The following course requirements are expected.

- Interview with instructor **50 points**
 Students are required to complete their on-line information form found on the D2L web site under **Content > Meet the Teacher > Individual Interviews**
- Outside work for modules/Homework **200 points**
 Module outside assignments and readings.
- 3—one page position/thought papers (50 points each) **150 points**
- Thoughts and Reflections **100 points**
 Thoughts or questions will be posted on the D2L Dropbox category “Thoughts & Reflections.” Each posting is worth 10 points. If the posting notes more, those points will count toward homework points.
- Three to five page paper researching a diversity issue using a selected movie as a beginning point for the theme **100 points**
 Papers will be developed using a Problem Tree. The problem tree will account for 25% of the total 100 points—see rubric.
- A special project to be evaluated on educational value, relevance to the objectives of the course, creativity and presentation **100 points**
 Individuals will be assigned and projects determined by the end of the 1st week of class.
- Daily tracking logs **150 points**



Personal tracking journal containing weekly entries about insights, observations of human behavior regarding diverse situations both in and out of class. (This material will remain confidential among author and instructor). This will be kept on the D2L web site under Dropbox category “Log Postings.”

- **Final examination** **100 points**
The final examination will be completed online.

Grades will be assigned as follows:

900-1000	A
800-899	B
700-799	C
600-699	D
Below 600	E

Honors Credit Requirements

If you are taking this course for honor’s credit your grade will be based on a 1200 point scale. The additional 200 points will come from an extra assignment tailored for you by the instructor and yourself. This assignment must be either an additional research paper or an additional special project (cleared with instructor prior to submission). A contract will be issued outlining specific points for each graduate student and signed by both student and faculty members. Examples of additional honors work include:

- Interview a key faculty or professional advocate of human rights and diversity. A 15 minute video tape of the interview must be submitted. Outline of the planned questions and points of discussion must be approved by the instructor, as well as the individual to be interviewed.
- Attendance to three university sponsored diversity related events. Based on these experiences, you will select a topic to write a three page position paper (topic and events must be approved by instructor).
- Write an article suitable for submission to a professional journal or magazine. A minimum of 8 pages, double-spaced is required. The article should be reflective of moving from life at the university to life in the working world.
- An alternative assignment may be discussed with the instructor.

Policies

Late Policy:

An assignment that is handed in late will be reduced in value 10 percent per day that it is late.

Attendance Policy:

Due to the nature of the course, it is important for students to be in attendance. Information will be provided which relates to the content of the course and related assignments that will be critical to student performance on the course objectives. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored.



Incomplete Grade Policy:

Incomplete grades will be given only in special circumstances as outlined in university policy. See: <http://catalog.arizona.edu/2006-07/policies/grade.htm#I>

Classroom Behavior:

The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. See: <http://policy.web.arizona.edu/~policy/threaten.shtml>

Academic Integrity:

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See:

<http://dos.web.arizona.edu/uapolicies/>

Special Needs and Accommodations:

Students who need special accommodation or services should contact the Disability Resources Center:

1224 East Lowell Street Tucson, Arizona 85721

Phone: (520) 621-3268, Fax: (520) 621-9423

E-mail: uadrc@email.arizona.edu

You must register and request that the Center or DRC send me official notification of your accommodations needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. *The need for accommodations must be documented by the appropriate office.*

Office Hours:

Tuesdays 1-2:30 and by appointment.

Subject to Change Statement:

Information contained in the course syllabus, other than the grade and absence policy, policies may be subject to change with advance notice, as deemed appropriate by the instructor.

