

**Instructor**

Pamela Temple

Send message through the Canvas messaging tool

Diversity in the Workplace is a fully online course taught through the Canvas LMS.

This course offers students the opportunity for deep learning:

- the impact of membership in dominate and non-dominate cultures on an employee’s work experiences.
- how and why stereotyping, prejudice, bias and discrimination continue to be pervasive in the workplace.
- institutional and individual actions that can be applied to promote social justice and inclusion in the workplace.

**Learning Objectives**

**At the conclusion of the course it is expected that students will be able to:**

Instructor generated objectives

- Apply critical thinking skills to complex workforce issues associated with human diversity and exclusion/inclusion.
- Communicate new perspectives on social justice, valuing human diversity and developing inclusive workplaces.
- Utilize knowledge and skills gained to assist in creating a more inclusive workplace environment.

LSER Department objectives

- Analyze the degree to which forms of human difference shape a person’s experience of work. (Goal 6)
- Analyze issues of social justice related to work across local and global contexts (Goal 8)

SMLR objectives

- Evaluate the context of workplace issues, public policies, and management decisions (Goal V).

Core curriculum objectives (Contemporary Challenges)

- Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world (Goal a)
- Analyze issues of social justice across local and global contexts (Goal d).

*Throughout the semester students will be offered opportunities to showcase their ability to meet all of the above learning objectives. Students are assessed on their ability to meet objectives and goals.*

**Course Organization**

Week 1 - 4 Unit I: Diversity & Inclusion Issues  
Week 5 – 10 Unit II: Dimensions of Diversity

**Access the Course**

This course is taught 100% online using the **Canvas** LMS.

**Canvas login:**

<https://onlinelearning.rutgers.edu/canvas-login>

Once the login page opens, click “NetID Login” and enter your NetID and password. You will gain access to the course.

**Get Help**

*Need Assistance with a technical question?*

It is the student's responsibility to be able to perform technically in the course. Contact helpdesk staff if you need assistance using the **Canvas** LMS. Your instructor cannot assist you with technical issues – but the helpdesk staff can!

**Rutgers University’s Teaching and Learning with Technology (TLT) Helpdesk**

**Email:** help@Canvas.rutgers.edu

**Call:** 877-361-1134

## Course Requirements

The course involves:

### Reading, Audio/Video Assignments

#### Reading

There is no course textbook.

All required reading material is uploaded into the course shell or Internet based material is linked to appropriate areas of the course.

#### Audio/Visual

Students are required to watch course content video presentations as well as watch videos and listen to audio presentations by national diversity and inclusion experts. All audio and video materials are provided through links within the course shell.

Item % of Grade	Assignment and Associated Points
<b>Writing Assignments</b> 24%	<b>Introduction Writing Assignment</b> Worth 60 points  <b>Diversity &amp; Inclusion Leadership Portfolio</b> Two parts worth a total of 180 points
<b>Course Project</b> 30%	<b>Dimension of Diversity Course Project</b> PowerPoint Presentation Worth 300 points
<b>Discussions</b> 30%	<b>6 Forums</b> Worth 300 points (50 points per forum)
<b>Knowledge &amp; Skill Assessments</b> 14%	<b>Unit I Quiz</b> 50 points <b>Unit II Quiz</b> Worth 50 points <b>Social Justice Essay</b> Worth 40 points
<b>Other Course Responsibilities</b> .20%	<b>Attending to Canvas Account Information</b> Completing: General bio; uploading digital image; choosing default email address for notifications; deciding on notification type and frequency - 5 points  <b>Class Polls</b> 2 polls open week 1 (5 points); week 5 (10 points)
<b>100%</b>	<b>TOTAL 1,000 points</b>

### Writing Assignments

Introduction Writing Assignment – worth 80 points

The Introduction Writing Assignment (WA) is the initial writing assignment.

- Students are required to exhibit knowledge, engage in self-reflection and critical thought on introductory concepts as well prevalent social justice related diversity and inclusion issues.

- The assignment is shared with learning community members and discussed in forum discussion #1.
- Students follow instructions and complete the assignment using a template.
- Grading rubrics are available for review.

Writing Assignment Components

- Part I – General Information
- Part II – Self-Identities
- Part III – Perspectives on Diversity & Inclusion
- Part IV – Meritocracy, Melting Pot, Colorblind Ideal

**Due:** Week 2

Diversity & Inclusion Leadership Portfolio – worth a total of 180 points

The portfolio is a semester long assignment that focuses on knowledge and skills gained throughout the semester and how knowledge and skills contributes to their ability to function in a diverse workplace/advocate for social justice in the workplace. Portfolio components are associated with course topics.

Portfolio contents are not shared with learning community members. Only the instructor will review portfolio content.

Students follow instructions and complete the assignment using a template.

Grading rubrics are available for review.

Assessment involves whether or not the student has:

1. grasped the content of required reading and audio/visual assignments.
2. made personal meaning and/or developed new perspectives on course topics.
3. engaged in critical thinking by considering workforce diversity, workplace inclusion, workplace social justice considerations, past experiences and opportunities for professional growth.

Portfolio/Activity	Assignment	Complete	Submit
<b>Portfolio A</b>			
Activity 1	Leadership Development Opportunities: Foundation Stories	Week 1 - 2	
Activity 2	What Organizations Are Communicating About Workforce Diversity & Inclusion	Week 1 - 2	
Activity 3	Covering	Week 3	
Activity 4	Leadership Development Opportunities: Cross Cultural Competency	Week 3	
Activity 5	Implicit Bias	Week 4	
<b>Portfolio A: Activities 1 - 5</b>			<b>Week 4</b>
<b>Portfolio B</b>			
Activity 6	Your Diversity and Inclusion Story	Week 5 - 10	
Activity 7	Diversity and Inclusion Leadership Plan	Week 10	
<b>Portfolio 2: Parts 6 - 7</b>			<b>Week 10</b>

share portions of their portfolio with the instructor anytime during the semester for review and comment.

Discussions: Learning Community Forums – worth a total of 300 points (50 points each)  
There are 4 forums assigned in this course.  
A grading rubric is provided for review.

Forum#/Week	Topic
#1 / Wk. 3	Perspectives on Diversity and Inclusion
#2 / Wk. 6	Workforce Diversity, Human Difference, Social Justice and Inclusion Issues: Course Project Discussion <b>Sexual Orientation &amp; Gender Identity</b>
#3 / Wk. 7	Workforce Diversity, Human Difference, Social Justice and Inclusion Issues: Course Project Discussion <b>Religious Diversity</b>
#4 / Wk. 9	Workforce Diversity, Human Difference, Social Justice and Inclusion Issues: Course Project Discussion <b>Mental &amp; Physical Ability</b>
#5 and 6 / Wk. 10	Workforce Diversity, Human Difference, Social Justice and Inclusion Issues: Course Project Discussion <b>Age and Appearance</b>

**Due:** Discussions open Thursdays and closes Tuesday nights (11:59 pm)  
1<sup>st</sup> Comment by Saturday night (11:59 pm)  
Forum work cannot be made up.

## Course Project

Dimension of Diversity Presentation – worth 300 points

Student teams choose, research and create a PowerPoint presentation on one of five dimensions of diversity: religious diversity, dimension of age, mental and physical abilities, sexual orientation, and physical appearance.

The course project is designed as a team assignment; students can choose to opt out of working in a team. Project requirements are the same whether students work in a team or on their own.

Course projects are shared with learning community and discussed in a forum.  
A grading rubric for the assignment is available for review.

Students clearly communicate:

- **social justice issues, specifically focused on employment and the workforce**- ongoing societal stereotypes; exclusion, discrimination and inequities
- **legal protections and allies** – national and state laws that offer legal remedies for discrimination; groups that advocate for justice for and inclusion of workforce members who identify with particular non dominate culture identities.

- **critical challenges and opportunities in the workplace** – identification of the desires and needs of employees who identify (or are identified by others) with a particular dimension of diversity; institutional and interpersonal actions and behaviors that create a more equitable and/or inclusive environment for the target non-dominant culture employee.
- **an overview of 1 topic associated with the chosen dimension of diversity** that is not addressed in other sections of the project
- **questions about the dimension of diversity for their learning community** to discuss in a scheduled forum

#### Organization of Course Project

Students follow instructions and use a template to present content in the following areas.

Introduction

What We (or I) Didn't Know; What Shouldn't Be Missed

Section I: Social Justice Issues

Societal Stereotypes; Exclusion, Discrimination and Inequities Overview

Section II: Legal Protections & Allies

Laws & Accepted Policies; Advocacy Groups

Section III: In Today's Workplace

What Do Employees Desire and Need?; Institutional and/or Interpersonal Opportunities for Equity and Inclusion

Section IV: Interesting Issues about this Dimension

Overview; Thoughts in Relation to the Topic

Bibliography

Resources Used to Develop the Presentation

Recommended Discussion Points

Questions for Our Learning Community

**Due:** Week 5 (Diversity of Sexual Orientation & Gender Identity; Diversity of Religion)  
Week 8 (Diversity of Mental and Physical Ability; Diversity of Age; Diversity of Appearance)

### **Quizzes and Essay**

#### **Unit Quizzes**

Students are assessed on their knowledge of required reading and audio/video during two periods.

True false, multiple choice, multiple answer, short answer questions - 60 minutes

The quiz is open book. Students can refer to notes or course material while taking the quiz.

Students must complete exam by the close date/time of exam. No exceptions.

#### Unit I Quiz – worth 50 points

Quiz covers the following topics areas.

Wk 1 -Introduction to Diversity, Inclusion, Social Justice

Wk 2 -Identity and Difference in the Workplace

Wk 3- Reactions to Human Differences I: Stereotyping, Bias and Prejudice

Wk 4 -Reactions to Human Difference Part II: Discrimination

& Employment Protection

**Due:** Week 4 Check calendar for open and close dates.

Unit II Quiz – worth 50 points

Quiz covers the following topics areas.

Wk 5 - Diversity of Gender

Wk 6 - Diversity of Sexual Orientation and Gender Identity

Wk 7 - Diversity of Religion

Wk 8 - Diversity of Race and Ethnicity

Wk 9 – Diversity of Physical and Mental Abilities

Wk 10 –Diversity of Age

Diversity of Appearance

**Due:** Week 11 Check calendar for open and close dates.

Social Justice Essay

Worth 40 points

Within 4 section of the essay, students Identify and explain an overarching social justice issue associated with the dimension of diversity on which students developed their course project as well as a dimension of diversity on which students didn't develop a course project.

The social justice issues should be directly related to the employment experience –or-the student should explain why the social justice issue is/could be related to the employment experience.

Students are also charged with explaining similarities and/or differences between the social justice issues identified. Specifically, discuss: the similarities or differences in the causes of the social justice issues as well as the similarities or differences in the specific impact(s) that these social justice issues have on the workforce.

**Due Date:** Week 11 Check course calendar.

## Grading

A final grade is based on a 1000-point system. Each assignment is worth a specific number of points. Total points accumulated determines final course grade.

### **Outstanding**

1000 - 900 Points = A

### **Good**

899 – 870 Points = B+

869 – 800 Points = B

### **Satisfactory**

799 – 770 Points = C+

769 – 700 Points = C

### **Poor**

699 - 600 Points = D; 599 and below = F

## **Policies and Procedures**

The course begins Wednesday of week 1 of the semester. This is an **asynchronous course**. The course week begins on Wednesdays.

### **Message Checking Policies**

#### Messages Sent to Instructor's Canvas Inbox

Unless students receive advance notification, the instructor will check her Canvas Inbox by 10:00 am ET on regular workdays. (This excludes.) If a student sends a comment or question, the instructor will address the contents of the message within 24 hours.

#### Messages Sent to Student Canvas Inbox

It is the responsibility of the student to regularly check for incoming course. Messages are always sent through the Canvas messaging system. Students will receive a notification when a new message has been

sent to his/her Canvas inbox. Forgetting or being unable to check for messages in one's Canvas inbox is not an excuse.

A **weekly message** will be uploaded into the announcements area of the course Wednesday mornings by 10 am Eastern Time. Downloading the weekly message from the announcements area and reviewing the contents is a required activity. Weekly Messages present timely information on course activities/assignments and content.

### Due Dates

1. It is the student's responsibility to recognize open, close, first comment and due dates for assignments/assessments. **Use the course calendar** to identify all assignment due dates and graded assignment return dates. An online version of the calendar is available through clicking on the Calendar tab in the navigation bar (red area to the left of the screen in the course shell.) A hard copy of the calendar is also available through the Calendar page under the Course Essentials module.
2. The 1<sup>st</sup> comment deadline for forums is Saturday, 11:59 pm. All forums lock **11:59 pm Tuesdays**. Forum work cannot be made up.
3. Portfolio and Course Project assignments can be submitted up to 24 hours late for a penalty of 10% of the worth of the assignment. (One letter grade deduction.) These assignments are due Tuesday nights. Students are given until 11:59 Wednesday to submit late. After that day and time, no assignments will be accepted. No exceptions.
4. Students have four days to complete the quizzes and complete the Social Justice essay. Quizzes automatically lock at 11:59 on the close date. No makeup quizzes. No exceptions.

*Things happen.* When you don't have to attend a class session in person, it's easy to let a situation in your personal or professional life get in the way of online course work. In addition, remember the first rule in computer use – the computer or Internet connection will act up at the most critical time.

Because "things happen" it's a best practice not to wait until the last minute to submit a comment in a forum, complete/upload an assignment or take a test. A computer issue is not a valid excuse for late material submission or not engaging in forum discussions.

### Extra Credit Options

Extra credit options are described below.

These options are available to all students. *No other extra credit is available at any other time – or – for individual students.*

#### Course Project Related Extra Credit

##### *Engage in Teamwork When Developing the Course Project*

Students who choose to work in a team to develop a course project will receive 15 extra credit points at the time of course project grading.

#### Extra Credit Writing Assignment

##### *Issues in Gender and Race*

The objective of this assignment is to offer an opportunity for deep learning of certain concepts associated with gender and race. (Gender: Gender Pay Gap; Race: Racial Slurs)

**Due:** Week 10

## Academic Integrity

### Plagiarism

One form of an academic integrity violation is plagiarism. Students must understand the forms of plagiarism. Students are provided material titled *Plagiarism: Identifying & Avoiding* on the course home page and are responsible for the contents of the document.

Plagiarism will not be tolerated in this course. All material taken from another source must offer proper attribution. No component of a student's writing assignment should originate from a past submitted assignment or material downloaded or purchased.

Impact of plagiarism in this course ranges from rewriting the assignment or portion of the assignment; earning limited or no points for the assignment or portion of the assignment. Depending on the extent and form of plagiarism, the instructor will contact a Rutgers University Academic Integrity Facilitator. The decision on which action to take is at the discretion of the instructor.

Academic Integrity at Rutgers: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

### Quiz Cheating

Engaging in cheating when completing a course quiz is a serious academic integrity violation. The student who is registered for the course must be the student who completes his/her assessments. Completing exams with other classmates and/or calling/emailing peers while taking course assessments will not be tolerated.

When a student is caught cheating, no points will be earned for the assessment. Depending on the severity of the cheating violation, the situation will be reported to Rutgers University.

## Students with Disabilities

To receive consideration for reasonable accommodations, students with a disability must send their letter of accommodation to me and discuss the needed accommodation(s) as early in the semester as possible. For more information regarding the process of applying for a letter of accommodation:

<https://ods.rutgers.edu/students/documentation-guidelines>

<https://ods.rutgers.edu/students/registration-form>

## Course Expectations

### Self-Empowerment

#### **Use of Technical Tools & Problem Solving**

It is each student's responsibility to learn to maneuver around the course and use course tools. Each student has a wealth of information and support to achieve this goal.

#### Student Resources

Use a "can do" attitude when getting acclimated to the online learning venue. Attitude about achieving success or solving problems is a key resource.

#### Resources Available in Course:

Refer to the Course Tools page under the Course Home module for written information on commonly used course tools. Course Tools page offers written instructions on:

Updating Your Profile Information



Assignment Submission Instructions  
Discussion Instructions  
Technical Requirements

A "Help tab" can be accessed through the navigation bar the left of the screen in the course shell.

#### Resources Available Outside the Course:

- Access to the Canvas help desk by using the phone and email information provided on the 1<sup>st</sup> page of the syllabus as well as the course home page.

### **Embrace the Opportunities of Online Learning**

#### Assist in Creating and Fostering an Online Community of Learners

Online learning communities are an important part and a benefit of an online course. Interacting with peers increases a sense of connection and belonging. Interaction during the semester reminds students that they are part of a larger group of individuals who are engaged in the same learning experience.

Beyond basic interaction, the development of a community of learners offers students the opportunity to collaborate. Students work together and assist one another while focusing on a common goal – successfully gaining knowledge and skills associated with course topics and learning objectives.

The responsibility of creating an online learning community is shared between the instructor and the student. The instructor develops a course format, activities, and policies that offer the possibility of a community. However, student involvement within their community is a critical component to the community's success.

When participating in this course it is an expectation that students will:

- Engage in regular and sustained interaction with peers in forum discussions.
- Communicate clearly, authentically, and maintain a content-oriented focus within the discussions.
- Intellectually challenge peers by offering comments that invite others to share their thoughts and understanding of course material/course topics when engaged in forum work and developing the course project.
- Serve as a reliable teammate when developing the course project.
- Maintain a positive and respectful attitude when interacting with peers. "Flaming" – where students focus on demeaning a peer instead of constructively offering a differing opinion - has point deducting consequences.

### **Recognize Best Practices and Use Them to Achieve Success**

Students are offered specific directions on how to complete each assignment within the course shell as well as within the weekly messages. In addition, specific grading rubrics are published so

that students understand how each assignment will be graded. It is expected that students will be attentive to directions and the grading criteria for assignments. **Paying attention is in the student's best interest.**

It is the student's responsibility to review best practices/grading rubrics and ask questions prior to submitting an assignment or engaging in forum work.

## **Course Content**

Reading/audio/video material is available in the course. Below, topics are listed for each week.

### **Unit I**

#### **Diversity and Inclusion Issues**

##### **Week 1 Introduction to Diversity, Inclusion**

###### **Topics:**

Understanding Diversity and Inclusion  
Perspectives on Diversity & Inclusion  
Student D & I Leadership Journey

##### **Week 2 Identity & Difference**

###### **Topics:**

Personal & Social Identities  
Social Justice: Recognizing Privilege and Oppression  
Meritocracy, Melting Pot (Assimilation), Colorblind Ideal  
Student D & I Leadership Journey

##### **Week 3 Reactions to Human Difference Part I: Stereotyping, Prejudice and Bias**

###### **Topics:**

Stereotyping & Prejudice  
In-Group; Out-Group Behavior  
Explicit & Implicit Bias  
Student D & I Leadership Journey

##### **Week 4 Reactions to Human Difference Part II: Discrimination and Legal Remedies**

###### **Topics:**

Overt & Subtle Discrimination  
Impact of Discrimination  
Legal Remedies in the US

### **Unit II**

#### **Dimensions of Diversity**

##### **Week 5 Gender**

###### **Topics:**

Conditions for US Women Employees  
Gender Pay Gap  
Student D & I Leadership Journey

##### **Week 6 Diversity of Sexual Orientation & Gender Identity**

###### **Topics:**

Overview LGBT (Lesbian, Gay, Bisexual and Transgender) Employees  
Legal Remedies in the US  
Policies and Practices for Creating a Fair and Inclusive Workplace Environment  
Sexual Orientation  
Gender Identity

#### **Week 7 Religious Diversity**

##### **Topics:**

Religious Diversity in the Workplace  
Legal Remedies in the US  
Working with Religiously Diverse Coworkers

#### **Week 8 Racial Diversity**

##### **Topics:**

Diversity of Race, Ethnicity and National Origin  
Racial Bias and Harassment  
Legal Remedies in the US  
Case Studies

#### **Week 9 Diversity of Physical/Mental Abilities**

##### **Topics:**

Diversity of Physical and Mental Abilities  
Legal Remedies in the US  
Getting Hired  
Limitations of the ADA

#### **Week 10 Diversity of Age**

##### **Topics:**

Age Based Classifications and Stereotypes  
Challenges and Needs of Millennial and Older Workers  
Age Based Discrimination and Legal Recourse  
- AND -

#### **Week 10 Diversity of Appearance**

##### **Topics:**

Attractiveness: Privilege and Penalty  
Organizations, Image Policies and Laws  
Obese Employees  
Student D & I Leadership Journey