



Professor

Anne-Michelle Marsden

Send a message **through the Canvas messaging tool**.

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This course is delivered asynchronously and fully online, taught through the Canvas LMS.

This course offers students the opportunity for deep learning:

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

Learning Objectives

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

Professor generated objectives

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

Access the Course

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

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 Office of Information and Technology

Email: <https://it.rutgers.edu/help-support>

Call: 833-OIT-HELP

Core curriculum objectives (Contemporary Challenges)

Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities, or other social distinctions and their intersections. (CCD- 1)

Course Organization

Week 1 - 8 Unit I: Diversity, Equity & Inclusion Issues

Week 9 – 14 Unit II: Dimensions of Diversity

Course Requirements

The course involves:

Reading, Audio/Video Assignments.

Reading

All materials (book chapters, journal articles, Internet-published information and reports) are already linked within the course. Text chapters and excerpts listed below are available online through the Rutgers Library.

Title: Working Together: Practicing the Science of Diversity, Equity and Inclusion

Publication Date 2024

Author: Milli Hebl and Eden King **Publisher:** Oxford University Press

RU Library Link: <https://bit.ly/3UVF14g>

Title: Subtle Acts of Exclusion

Publication Date 2020

Authors: Tiffany Jana and Michael Baran

Publisher: Berrett-Koehler ISBN: 978-1-5230-8705-1

RU Library Link: <https://bit.ly/4dx0S8N>

All other 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 Professor Marsden's content video presentations as well as watch Internet based videos by national diversity and inclusion experts. All audio and video materials are provided through links within the course shell.

Assignments and Point Worth

Item % of Grade	Assignment and Associated Points
Course Project 28%	Dimension of Diversity Course Project Guide to Understanding the Employee Experience <i>Worth 280 points</i>
Diversity & Inclusion Leadership Portfolio 26%	Diversity & Inclusion Leadership Portfolio 5 Activities <i>Worth a Total of 260 points</i>
Discussions 24%	5 Discussions <i>Worth 240 points (60 points per forum)</i> <i>Students choose 4 out of 6 discussions or</i> <i>The highest points earned for 4 discussions count</i>
Knowledge Assessments 12%	5 Test Yourself Quizzes <i>Worth 120 points total</i>
Other Course Responsibilities 10%	Attending to Canvas Account Information Completing: General bio; uploading a digital image; choosing default email address for notifications; deciding on notification type and frequency - 20 points Class Polls 2 polls open week 1 (5 points); week 8 (5 points) – Total 10 points Gen AI Use, Interests and Challenges Poll Students get to voice their honest reflections on Gen AI use and what concerns them the most about its use. – 20 points Course Project Check-In Students report on initial progress on course project. Submit Wk. 8 – 50 points
100%	TOTAL 1,000 points

Major Assignments

Diversity & Inclusion Leadership Portfolio

The portfolio assignments focus on knowledge and skills gained and how knowledge and skills contribute to a student's ability to thrive and contribute within a diverse workplace. Portfolio activities require reflection – making personal meaning out of the content as well as intellectual acumen. Portfolio activities are associated with course topics.

Portfolio Activity	Assignment Name	Suggested Complete	Week Due
Activity 1	Week 1 Concepts	Week 1	Week 3
Activity 2	Identities and Myths	Week 3	Week 3
Activity 3	Case Study: Exclusion and Discrimination at the JFK Airport	Week 5	Week 5
Activity 4	Skills I Can Use	Week 7 or 8	Week 8
Activity 5	Difference Shapes One's Experiences in the Workplace	Week 13 or 14	Week 14

Students follow instructions and complete the assignment using a template.

Grading rubrics are available and should be reviewed before beginning the assignment.

Assessment involves whether 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, past experiences and opportunities for professional growth.

NOTE: Students may share portions of their portfolio with the professor before submission for review and comment.

Discussions: Learning Community Forums

There are 6 discussions held during the semester. Students can choose 5 in which to engage – or- engage in all 6. When a student skips one of the discussions, the zero earned for the skipped discussion is dropped. When a student engages in all 6 discussions, the lowest score earned throughout the semester is dropped.

How we hold discussions in this course is different than most online “post once and reply twice” formats. Learn how to engage in discussions to earn the most points. (See discussion training pages in Course Essentials. In addition, provided on each of the 5 discussion pages is a checklist students should use to determine if all content is being communicated in each of the three posts.)

One grading rubric for all discussions is provided for review. Review grading rubric to earn a high number of points!

Why Are Forums Important?

- 1) Forums require engagement in course material. A more engaged student will retain information and make meaning out of the material being investigated.
- 2) Students can communicate their insights and thoughts pertaining to a topic, as well as learn from one another in the process.
- 3) The content of what a student chooses to share within a forum is a means for the professor to identify whether a student comprehends course concepts and can think critically about them.

Forum#/Week	Topic
#1 / Wk. 2	Perspectives on Contemporary Issues
#2/ Wk. 4	Perspectives on Diversity and Inclusion @ Week 4
#3/ Wk. 7	Strategies for Becoming More Inclusive
#4 / Wk. 9	Diversity of Appearance
#5/ Wk. 12	Diversity of (1) Sexual Orientation and Gender Identity and (2) Diversity of Religion
#6/Wk. 13	Diversity of (1) Physical and Mental Abilities and (3) Diversity of Age

Due: Discussions **open Thursdays and closes Tuesday nights (11:59 pm)**

1st Post (Original Comment) and 2nd Post (Question for my Learning Community) by **Saturday night (11:59 pm)** 3rd Post (Join the Discussion) by the close of the discussion 11:59 pm Tuesdays. Exception is Forum 6 that opens Thanksgiving Break - Week 13. See calendar. *Forum work cannot be made up.*

Course Project: A Guide to Understanding the Workplace Experiences of Employees

To complete the course project, students become a Guide Author and develop an evidence-based learning resource focused on one of four dimensions of diversity explored in the course: Religion, Sexual Orientation & Gender Identity, Age, Physical & Mental Abilities.

The course project is designed as a team assignment. Most students will develop the Guide as part of a three-person Guide Author team. (Students earn extra credit when working in a team.) However, students can choose to create their Guide individually. Whether working with a team or individually, the requirements for the assignment are the same.

A Guide Author Team has one overriding goal: To help others understand how a dimension of diversity may shape employees' workplace experiences. Throughout the project, Guide Author Teams move beyond describing workplace experiences by helping readers recognize patterns, compare experiences across employee cohorts, and understand the factors that shape those experiences. A teams interpret, organize, and communicate evidence in a way that helps others learn.

Course resources have been carefully selected to support Guide Author Teams. Teams are also welcome to incorporate other quality resources when developing their Guide.

Selected Best-in-Class Guides will become required readings and will be discussed by our learning community later in the semester.

The course project development involves a template and instructions. A grading rubric for the assignment is available and should be reviewed before beginning the assignment.

Guide Sections

1. Getting Oriented

Who are we talking about, why aren't they one homogeneous group, and why does intersectionality matter?

2. Understanding Workplace Experiences

What do employees experience, and what are the potential impacts?

3. Legal Protections

What protections exist, how do federal and New Jersey protections compare, how has the Supreme Court shaped them, and where do limitations remain?

4. Creating More Inclusive Workplaces through Interpersonal Inclusion

What can people—from coworkers through leaders—do in their everyday interactions to contribute to respect, support, and involvement of all employees in the workplace?

5. A Closer Look

What important aspect of this dimension deserves deeper exploration?

6. Questions for Discussion

What should learning community members wrestle with and discuss after reviewing the Guide?

Additional Content

Bibliography

Authors Perspectives (2 that can be published in sections 2 – 5)

NOTE: Teams may share portions of their course project with the professor during the development period for review and comment.

Due: Week 10 (Diversity of Sexual Orientation & Gender Identity – AND - Diversity of Religion)
Week 11 (Diversity of Mental and Physical Ability – AND - Diversity of Age)

Test Yourself Quizzes

5 Quizzes: Students assess themselves on their knowledge of required reading and audio/video on selected weeks. The short quizzes open for 15 minutes. True false, multiple choice, and multiple answer questions. The quiz is open resource and can be taken twice anytime during the open period. There is a question pool and the highest score counts.

Due: Quizzes are assigned during weeks: 1, 4, 6, 9, and 13

Grading

Highest number of points a student can earn is 1,000. Points accumulate to determine final percentage grade (percent of 1,000 points.)

Outstanding

100 – 90% = A

Very Good

89 – 87% = B+

Good

86 – 80% = B

Satisfactory

79 – 77% = C+

76 – 70% = C

Poor 69 – 60% = D 59% and below = F

Policies and Procedures

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

Message Checking Policies

Messages Between Student and Professor

All correspondence associated with the course is housed within the course. **Students are to send correspondence to Professor Marsden using the Canvas message tool in the course. (Click on the Inbox icon to the left of any screen)** Correspondence to the student is also sent using the Canvas message tool. A notification will automatically be sent to indicate that a message is waiting to be read in the course.

Message Checking Policy

Unless students receive advance notification, your professor checks her Canvas Inbox by 10:00 am ET. This excludes Sundays and Thanksgiving and Spring Break recess. During all other days, if a student sends a comment or question, Professor Marsden will address the contents of the message within 24 hours.

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

Due Dates

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.

1. A student's 1st and 2nd post in a forum is **Saturday, 11:59 pm**. All forums lock **11:59 pm Tuesdays**, a student's 3rd post must be entered by the close of the discussion. The only exception is in fall semester when extra time is given for Forum 6 due to Thanksgiving Break. Learning community forum work cannot be made up.
2. Portfolio parts (there are 5) and the course project can be **submitted up to 48 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 Thursday to submit late with the penalty. After that day and time, no assignments will be accepted.
3. Quizzes automatically lock on **Tuesdays, 11:59 pm**.

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 20 extra credit points at the time course project grading is released.

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 post in a discussion, complete/upload an assignment or take a quiz. A computer issue is not a valid excuse for late material submission or not engaging in forum discussions.

Extra Credit Assignment

Issues in Gender and Race

The objective of this assignment is to offer an opportunity for deep learning and critical thinking about contemporary race and gender issues. Worth 40 points.

Due: Week 13

Generative AI Policy Statement

The use of Generative AI (Gen AI) as a tool to support student learning and assignment development is allowed when engaged in select assignments.

Using Gen AI Module Access the Gen AI Use Module in the course shell (available week 2) for complete disclosure on when students may use a Gen AI app, when the use of ai is integrated into the assignment and when use is prohibited.

Students receive clear advice via a video recording, written material, and a real-life example of why students need to check content for accuracy and use original sources. Students are also provided with best practices on how to use an app to document the development of original content and ideas, and how to cite Google Notebook content.

Brief on Use

- **Discussions:** Can be used to get organized for any of the three posts, but a Gen AI agent cannot create post content.
- **Diversity & Inclusion Leadership Portfolio:** Activities 2 and 4 Should not be used; personal reflections on course content. Activities 1 and 5 AI agent is leveraged to work with the student in one component of the assignment. Students can choose the Gen AI app to use.
- **Course Project:** Can be used as a learning tool and when getting organized and checking work for grammar.
- **Test Yourself Quizzes:** A Gen AI app cannot be used when completing the quiz.

Where Gen AI Use Is ALWAYS Prohibited

Gen AI cannot be used to plagiarize submitted content. Submitting content that is not one's own words or ideas is plagiarism whether the student is copying from, for example, another student's work, a book or research article, a website, *or a Gen AI agent*. Use of material that is not one's own is limited to brief quotes where the quote's origin is appropriately cited.

Academic Integrity

Plagiarism

One form of an academic integrity violation is plagiarism. All material taken from another source must offer attribution. No component of a student's 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, your professor will contact a Rutgers University Academic Integrity Facilitator. The decision on which action to take is at the discretion of the professor.

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

Inclusion and Belonging Policy Statement

Your professor is committed to fostering a learning environment that values the diverse backgrounds, perspectives, and experiences of all students enrolled in the course. Whatever intersection of identities you present, you belong in this course. Every student has the right to learn and succeed in a safe and inclusive space.

ALL Students -

- should expect to be addressed with respect, be offered instructional assistance, and have their coursework graded fairly.
- hold personal opinions that could be different than your professor or peers. Unless voiced opinions are harmful to others, students are never graded on their opinions but rather on their knowledge of course content and their critical thoughts on that content.
- reporting course-related or personal challenges receive equitable treatment.

Student Responsibility Students are asked to approach their peers with empathy and an open mind. There is no place for the use of stereotypes, microaggressions, gaslighting, and harassment in this course. Students who (intentionally or unintentionally) behave in a way that doesn't reflect our inclusive class norms will privately be made aware of why the situation was harmful and asked to consider, with assistance as needed, improving their interpersonal inclusion behaviors.

Students with Disabilities

To receive consideration for reasonable accommodations, students with a disability send their letter of accommodation to me and discuss the needed accommodation(s) as early in the semester as possible. <https://ods.rutgers.edu/>

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 Essentials module for written information on commonly used course tools. A Canvas "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 Rutgers help desk by using the phone and email information provided on the 1st 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 professor and the student. The professor 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 or in required texts. Below, topics and assignments are listed for each week.

Unit I

Diversity and Inclusion Issues

Week 1 Introduction to Diversity, Equity, and Inclusion

Topics:

Diversity, Inclusion and Belonging; Equity and Equality

Assignments

Due

Course Orientation Assignments

Attending to Canvas Account Information; Course Project & Team Preference Form, Gen AI Use, Needs and Challenges Form

Course Content

Poll 1; Week 1 Quiz;

Work on:

Student Leadership Journey Portfolio: (Due week 3)

ACTIVITY 1: Week 1 Concepts

Week 2 Contemporary Social and Organizational Issues

Topics:

2026 Contemporary Topic: Ridding the US Workplace of Programs and Policies that Support Workforce Diversity

Assignments

Due

Forum 1: Perspectives on Contemporary Issues

REMINDER: Student Leadership Journey Portfolio: (Due week 3)

ACTIVITY 1: Week 1 Concepts

Week 3 Identity & Difference

Topics:

Personal and Social Identities

Meritocracy, Melting Pot (Assimilation), Colorblind Ideal

Assignments

Due

Student Leadership Journey Portfolio

ACTIVITY 2: Identities and Myths (Due week 3)

Submit for grading and upload for learning community review

Week 4 Reactions to Human Difference Part I: Stereotyping, Prejudice and Bias

Topics:

Overview

Stereotyping and Prejudice

In-Group and Out Group Behavior

Implicit Bias

Impact of Difference on Employee Wellbeing

Assignments

Due

Forum 2: Perspectives on Diversity and Inclusion @ Week 4

Forum #2 involves reading and discussing contents of Learning Community member's Portfolio

Activities 1 and 2 contents

Week 3 and 4 Quiz

Week 5 Reactions to Human Difference Part 2: Discrimination

Topics:

Overview: Systemic and Interpersonal Discrimination

Overt & Subtle Discrimination

Harassment

Assignment

Due

Student Leadership Journey Portfolio

ACTIVITY 3: Case Study: Exclusion and Discrimination at JFK Airport

Week 6 Legal Protections

Topics:

Legal Remedies in the US & in New Jersey; Changes at the EEOC

Assignment

Due

Forum 3: Legal Protections Yesterday and Today

Week 5 and 6 Quiz

Week 7 Skills for a Just and Inclusive Workplace Part I

Topics:

Understanding and Addressing Microaggressions

Applying Empathy

Assignment

Due

Forum 3: Strategies for Becoming More Inclusive

Course Project Check-In Form

Week 8 Skills for a Just and Inclusive Workplace Part II

Topics:

Platinum Rule

Taking Action in the Workplace

Assignment

Due

Student Leadership Journey Portfolio

ACTIVITY 4 Skills I Can Use

Unit II Dimensions of Diversity

Week 9 Bias, Belonging and Non-Dominant Culture Appearance

Topics:

Attractiveness: Privilege and Penalty

Head, Hair, Skin, Weight

Laws

Assignment

Due

Forum 4: Appearance Bias

Week 9 Quiz

Week 10 Course Project Research and Development Week

Assignment

Due

COURSE PROJECTS: Sexual Orientation and Gender Identity – AND – Religious Diversity

Week 11 Race & Gender

Topics Race:

Black, Asian and Latino at Work; Opportunities Organizational and Interpersonal

Topics Gender:

Women in the Workplace; Pay Gap

New Jersey's Equal Pay Act

Assignment

Due

COURSE PROJECTS: Diversity of Age - AND – Diversity of Ability

Work on: Extra Credit Assignment on Race and Gender Available

Week 12 Sexual Orientation and Gender Identity – AND – Religious Diversity

Topics: Diversity of Sexual Orientation & Gender Identity

Sexual Orientation and Gender Identity; Contemporary Developments and Disruptions

Legal Remedies in the US

Topics: Religious Diversity

Religious Diversity in the Workplace; Legal Remedies in the US

Contemporary Developments and Disruptions

Assignment

Due

Forum 5: Diversity of Sexual Orientation and Gender Identity; Diversity of Religion

Week 13 Diversity of Physical/Mental Abilities – AND - Diversity of Age

Topics: Diversity of Physical/Mental Abilities

Physical and Mental Disabilities

Legal Remedies in the US

Limitations of the ADA

Getting Hired

Topics: Diversity of Age

Age-Based Classifications and Stereotypes; Challenges and Needs of Younger and Older Workers

Age-Based Discrimination and Legal Recourse

Assignment

Due

Forum 6: Diversity of Physical and Mental Abilities; Diversity of Age

Week 12 & 13 Test Yourself Quiz

Extra Credit Assignment: Race and Gender

Week 14

Assignment

Due

Student Leadership Journey Portfolio (Due Week 14)

ACTIVITY 5 How Difference Shapes One's Experiences in the Workplace