

Course Description

This course is delivered asynchronously and fully, taught through the Canvas LMS. This course offers students the opportunity to learn the impact of membership in dominant and non-dominant cultures on an employee's work experiences. It attempts to identify how and why stereotyping, prejudice, bias, and discrimination continue to be pervasive in the workplace and how institutional and individual actions can be applied to promote diversity, equity, and inclusion in the workplace.

Course Learning Objectives

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

- Apply critical thinking skills to complex workforce issues associated with human diversity and exclusion, inclusion, and equity.
- 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.

Core Curriculum: 21C and SCL

- Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world (a).
- Analyze a contemporary global issue from a multidisciplinary perspective (b).
- Analyze issues of social justice across local and global contexts (d).
- Understand the bases and development of human and societal endeavors across time and place (h).
- Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization. (Goal m).
- Apply concepts about human and social behavior to particular questions or situations. (Goal n).

Labor Studies and Employment Relations Department:

- Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations. (Goal 1).
- Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2).
- Analyze the degree to which forms of human difference shape a person's experience of work. (Goal 6)

School of Management and Labor Relations:

- Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV)
- Evaluate the context of workplace issues, public policies, and management decisions (Goal V).

- Demonstrate an understanding of how to apply knowledge necessary for effective work performance (Goal VI)

Course Delivery

- Course written lectures
- Research based papers and articles
- Answer questions regarding the readings
- Online threaded discussions with other students, posting at least 3 times a week
- Course videos, and/or listening to audio files or podcasts

Course Textbooks (Required)

- *Diversity in Organizations*
Authors: Myrtle P. Bell and Joy Leobold
Publisher: Cengage Learning, Inc. ISBN: 978-0-357-71893-3

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

Assessment of Online Forums and Weekly Written Questions

Forums - A forum is an interactive threaded discussion used to discuss course topics. Within these forums students can communicate their insights and thoughts pertaining to a particular topic, as well as learn from one another in the process.

Threaded discussions are also a means for the instructor to identify whether or not a student comprehends required reading and/or video assignments. Forums include instructor-generated questions and suggested topic areas for discussion, and student-to-student interaction.

Weekly Written Questions - You will be asked to answer a series of questions from the assignment on most weeks. These assignments are designed to ensure that you understand the most important aspects of the reading or video. Your answers for each question should be no longer than they need to be to fully answer the question. In most cases 1-2 pages single spaced is sufficient for the entire assignment.

Overall Criteria for Grading - Scores on the weekly assignments as well as the online forums reflect whether you have achieved an accurate understanding of the various readings and whether you reflect those ideas well in written form. There are three sets of criteria on which students are graded. Earning the highest number of points within each assignment requires following these best practices:

Content (50% of points)

Content is well developed:

- ✓ Content that relates to required/recommended course material is accurate.
- ✓ Questions are thoroughly answered, and content is appropriate for the topic of inquiry.
- ✓ Content that indicates knowledge gained and potential for knowledge/skills to influence future thoughts/behavior is adequately linked to course materials (including any material brought into the course by a student). When required, citations are provided.

Reflection (40% of points)

Outstanding reflective skills:

- ✓ Answers indicate a high level of reflection and insight on topic.
- ✓ Critical thinking is evident.
- ✓ A strong desire to reflect on topics is evident.

Organization & Mechanics (10% of points)

Organization of content and expression of ideas/thoughts is outstanding:

- ✓ Writing is fluent and lively.
- ✓ All answers are presented in a professional manor: using appropriate grammar, sentence structure, and spelling.
- ✓ All ideas/thoughts are well communicated. Answers to all questions are concise/to the point.
- ✓ Engages in a high-quality Internet search (when applicable). Instructions for completing assignment are followed.

Policies and Procedures

Class Sessions and Assignment Due Date Information:

The course begins **Tuesday, May 31, 2022**. Last assignment will be submitted by **Monday, August 15, 2022**.

Tuesdays are the beginning of each course week. ***A weekly message will be sent at the beginning of the week which will provide instructions for new assignments as well as grading feedback regarding prior assignments, and general course announcements. Students are responsible for the contents of weekly messages.

Written assignments (weekly questions and forum posts) will be accepted up to **24 hours late (12:01 am – 11:59 pm) for a 50% penalty**. Writing assignments submitted **after the 24-hour late period will not be accepted. No exceptions.**

Things happen. When you don't have to attend a class session in person, it is 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 is a best practice not to wait until the last minute to take the exam, submit a comment in a forum, or upload a writing assignment.

Plan ahead if you'll be unable to complete an assignment on time. You may need to submit the assignment earlier than the posted due date.

Technical Assistance:

Dedicated faculty and student support is available for all students. If you need any assistance with your Canvas account, please contact the appropriate phone number or email listed below.

Website: canvas.rutgers.edu/canvas-help/

Email: help@canvas.rutgers.edu

Call 24/7: 833-648-4357

Media Policy:

The recording and transmission of classroom activities and discussions by students or faculty is prohibited without written permission from the class instructor and all students in the class. Class participants must have been informed that audio/video recording or reposting of forum contributions may occur. Recording of lectures or class presentations is solely authorized for the purposes of individual or group study with other students enrolled in the same class. Permission to allow the recording is not a transfer of any copyrights in the recording or rights to ownership of content. The recording may not be reproduced or uploaded to publicly accessible web environments without written permission. You may not share any part of any recording without express written permission by all parties potentially affected by the recording.

Recordings, course materials, forum content, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the class. Public distribution of such materials may constitute copyright infringement in violation of federal or state law, or University policy. Violation of this policy may subject a student to disciplinary action under the University's Standards of Conduct.

Exception:

It is not a violation of this policy for a student determined by the Learning Needs and Evaluation Center ("LNEC") to be entitled to educational accommodations, to exercise any rights protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including needed recording or adaptations of classroom lectures or materials for personal research and study. Such recordings of lectures or class presentations are solely authorized for the purposes of individual or group study with other students enrolled in the same class. Permission to allow the recording is not a transfer of any copyrights in the recording or rights to ownership of content. The restrictions on third party web and commercial distribution apply in such cases.

Destruction of Approved Recordings:

Students must destroy recordings at the end of the semester in which they are enrolled in the class unless they receive the instructor's written permission to retain them or are entitled to retain them as an LNEC-authorized accommodation.

Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructor(s) and discuss the accommodations with them as early in your courses as possible.

Turnitin for Plagiarism Detection:

In coordination with the Office of General Counsel, Rutgers Teaching and Learning with Technology advises instructors who use Turnitin for plagiarism detection to include the following statement in their course syllabus:

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Sakai, Blackboard, Canvas, Moodle) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

If a student has previously used Turnitin through a learning management system (Canvas, eCollege, Moodle, or Sakai), then an account has already been established, which is the email address used in the learning management system. If a student has never logged into the Turnitin website, a password will need to be established by using [Reset User Password](#).

Instructor's Message Checking Policy:

Unless you receive advance notification, your instructor will check for messages daily on most workdays. (This excludes Saturday/Sunday, holidays, and official University breaks.) If a student sends a comment or question, your instructor will try to answer the message within 24 hours.

Students Message Checking Policy:

It is the responsibility of the student to check for incoming course related messages within the Inbox tool at least 3 times a week. This is in addition to engaging in forums in the course. Students receive at least 1 message a week. Messages are ALWAYS sent via Canvas. Forgetting or being unable to check your messages is not an excuse.

Grading Rubric

Everyone will have the opportunity to do well in this course. A final grade is based on the point system below. Number of points for each course assessment is detailed in the following chart.

Course Component	Raw Points Possible	Total Raw Points	RU Letter Grade
Account Information	10	1000-900	A
Forum Participation	200	899-860	B+
Reflection Papers	200	859-800	B
Weekly Written Assignments	590	799-760	C+
Total	1000	759-700	C
		699-600	D
		599 and below	F
		Total	1000

Weekly Schedule

Refer to weekly topic pages in course shell for a complete listing.

WEEK DUE	READINGS/ASSIGNMENTS
Week 1: May 31– June 6	Understanding Diversity and the Intersections of Identity
Week 2: June 7 – June 13	Implicit Bias
Week 3: June 14 – June 20	Sexual Orientation & Gender Identity
Week 4: June 21 – June 27	Religious Diversity
Week 5: June 28 – July 5	Mental & Physical Ability
Week 6: July 6 – July 11	Age and Generational Differences
Week 7: July 12 – July 18	Race and Ethnicity
Week 8: July 19 – July 25	Social Justice and Corporate Responsibility
Week 9: July 26 – Aug 1	Managing a Diverse Workforce
Week 10: Aug 2 – Aug 8	Improving Engagement

