Accessible Syllabus

SOWK 4540/900-950

Instructor Contact

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Communication Expectations: The primary tool the instructor or teaching assistants will use to communicate with students is the 'inbox' available in the Canvas learning management system. Canvas will be used to address personal concerns or questions and may also be used to contact other students in this course. Students are responsible for ensuring that they receive notifications in Canvas regarding course information in a timely manner. The default is the students' UNT email account. Students may choose to add additional email addresses or change their default email to receive notifications of course information *(see Canvas Guide).* Students also have the option of using direct emails.

Contact the instructor of Teaching Assistant regarding your personal concerns or course related issues. The Instructor and Teaching Assistant(s) will try to respond to your emails in a reasonable timeframe (typically within three business days if possible). The methods used to provide you with feedback include emails, assignment feedback, and grades. We are typically not available on weekends/holidays. Feel free to reach out as needed. Due to the size of this class, students may wait several weeks for feedback on assignments and for grades to be posted.

Course Description

This course promotes competence for students interested in the role of 'helping professional' but is valuable for any work environment or other endeavors you may pursue. It focuses on sociopolitical processes (racism, sexism, heterosexism, oppression, discrimination, classism, etc.) of systematic oppression, intrapersonal processes (identity, authenticity, and basic professional behaviors), and socio-cultural processes. Further, we will explore how personal values, beliefs, and behaviors may impact one's ability to work effectively with people of diverse backgrounds.

Course Structure

This is an online course - There are no mandatory online or face to face meetings. The content for this course is structured in a series of 10 Learning Modules that include readings, assignments, activities, and exercises to assist you in achieving the learning objectives. The length of these modules varies; some range from just a week while others may be longer. Reading assignments are specified in the syllabus/modules and this material must be read to complete module assignments. Typically, each learning module is open for 10 days (including weekends); however, there may be some exceptions which provide less time. The learning modules are typically released on Friday mornings and assignments are usually due Sundays (before midnight). There is some overlap with the Learning Modules in that a new module may open before assignments are due for the previous one. This allows one to get a head start on new modules if desired.

Course Prerequisites or Other Restrictions

There are no prerequisites or other restrictions for this course. It is open to any major.

Course Objectives

By the end of this course, students will be able to:

Upon successful completion of this course, learners will be able to *(numbered in order of presentation)*:

1. Students will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
2. Students will present themselves as learners and engage clients and constituencies as experts of their own experiences
3. Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
4. Students will apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
5. Students will engage in practices that advance social, economic, and environmental justice

Materials

The required text for this course is:
Andersen, M. & Collins, P. (2020). *Race, class and gender: An Anthology* (10th *Ed*.). Belmont, CA: Wadsworth-
	Publishing.

The text is available from the UNT Bookstore. Search for this information at the UNT bookstore using the following link: UNT Bookstore (Select SOWK as Department, Course is 4540, Section is 900/ 950)

Supplemental Readings
Additional readings will be periodically assigned as indicated in the course outline section of this syllabus. These materials are available in E-reserves (electronically) through the UNT library. These reading assignments may be accessed by clicking on the link for the reading assignment within the module or from this syllabus. A listing of all the readings is also available on the library E-reserve site by clicking this link: Supplemental Readings

Note: You can only access these supplementary readings by signing into the library E-reserve site using three different steps: 1) Enter your own UNT assigned EUID, 2) Enter your own UNT password, and 3) Type in the special password assigned for this course only, which is "4540f21." Please note that this course password is case sensitive.

Teaching Philosophy

This course relies heavily on your engagement in the learning process. Multi-methods will be used such as readings, activities, case analysis, simulations, exercises, films, and a general exchange of ideas through discussion. Also, the readings assigned will challenge you to think more critically and explore your feelings regarding sensitive and provocative issues. All of these efforts are geared toward helping you develop as future professionals.

Technical Requirements & Skills

Minimum Technology Requirements

The following is a list of the minimum technology requirements for students enrolled in this course, such as:

- Computer skills
- Reliable internet access
- Speakers
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy

The minimum, course-specific technical skills needed for learners in this course are:

- Using Canvas

- Computers to create documents, download and upload files, send emails, and use attachments

Netiquette

Netiquette, or online etiquette, refers to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- The use of profanity is not permitted
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Please note that communication can be civil even if there is some type of conflict involved. Instructors may choose not to respond to emails or other forms of communication that are perceived as insulting or disrespectful.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 point font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or ☺.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via e-mail
- Written communication—including email—forms a permanent record and so it is important to use care about how you make requests, ask questions, or express concerns.

See these [Netiquette Guidelines](http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf) (http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf) for more information.

Success in an Online Course

While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations that students may not be aware of. Review the following link that provides a link on succeeding in online courses: "How to Succeed as an Online Student" (https://clear.unt.edu/teaching-resources/online-teaching/succeed-online).

Getting Help

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm
Telephone Availability:
- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)

Student Support Services
- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)
- Multicultural Center (https://edo.unt.edu/multicultural-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- Student Affairs Care Team (https://studentaffairs.unt.edu/care)
- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- Pride Alliance (https://edo.unt.edu/pridealliance)

Academic Support Services
- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
- UNT Libraries (https://library.unt.edu/)
- Writing Lab (http://writingcenter.unt.edu/)
- MathLab (https://math.unt.edu/mathlab)

Course Policies

Assignment Policy

Students must complete assignments as specified in this syllabus, learning modules, or other informational materials. You are required to read the Learning Modules and assigned readings in order to make a contribution to weekly course activities such as discussions, exercises, activities, or other assignments. Make every effort to clearly understand the expectations for all assignments and deadlines as located in this syllabus or posted online.

Carefully review the syllabus and instructions outlined in each module for official due dates. Assignments are typically due before midnight on the posted due date and will be closed and locked after this time period. However, the learning modules and course content will remain open and available for your ongoing educational needs. For organizational purposes, keep track of all important assignment due dates in your own personal calendar! All assignments must be submitted in Canvas during the established timeframes and when the available assignment links are open. The modules or syllabus usually provide descriptions of assignments. In addition, assignment guidelines may be available to provide extended details. Always carefully review and follow instructions before submitting assignments!

Assignments completed for this course should first be saved on your computer and then submitted in a readable format that is friendly to an online environment (for example, PDF, Microsoft Word, Word for Mac, or Rich Text). Assignments will be submitted using the Canvas Assignment drop box.

Technical Difficulties: The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing an assignment, the instructor will extend the time windows based on the situation (not related to students' personal computer difficulties). Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time. Always keep a copy of your work before submitting it in case glitches or errors occur. Note, assignments **can** always be submitted by email if needed; there is not a penalty. However, it must be submitted on time! (see limited exceptions below)

Instructor Responsibilities and Feedback

My responsibility is to help you grow and learn in this course. As such, I am committed to providing clear instructions for assignments, answering questions, identifying additional resources as necessary, providing rubrics as appropriate, and continually reviewing and updating course content.

You may typically expect responses regarding your emails within three business days by myself or teaching assistant. Feedback and grades on assignments may take several weeks due to the class size.

Late Work

Late assignments are typically **not** accepted or graded. Do not wait until the last day to submit assignments – as potential problems are unpredictable! Also, do not submit assignments after the deadline thinking there will be an exception made in your case. Instead, work on the next assignment to ensure it is submitted on time! Always allow yourself a minimum of several hours to upload documents as many students report their computers freeze! Remember, even one minute late means it is late! (Note: rarely will university policies supersede these requirements unless circumstances are verified by a university-excused absence or by the Dean of Students Office)

Attendance Policy

Attendance refers to students logging into the course and interacting with course content. In order to be successful in this class you are expected to log into the course a minimum of 4 to 5 times per week!

Class Participation

There will be weekly assignments that require your attention. Participation is calculated into your grades for some activities – such as discussion posts. You are encouraged to contribute your personal perspectives and insights throughout this course to openly declare your opinions, feelings, and reactions to course topics and are free to disagree.

Safe Environment Policy

Due to the sensitive nature of our course content, you may experience a range of reactions, opinions or emotions; making the concept of safety very important. This class will provide a safe, supportive environment in which we can individually and collectively voice our opinions and thoughts. This means we will not attack one another but listen appropriately and be civil; even when we disagree. However, we must also challenge ourselves to take risks and be willing to make mistakes in our learning; this means we may have to forgive one another in this process. There is no guarantee that you will not be uncomfortable through this effort, but hopefully you will make significant progress as a result.

Syllabus Change Policy

Rarely will the syllabus, course information, or due dates change; however, in extreme circumstances it may be necessary. If any change is deemed vital, efforts will be made to ensure it does not adversely impact students.

UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

COVID - Policies

Face Coverings

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Attendance

Students are expected to attend class meetings regularly and to abide by the attendance policies. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone.

If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Course Materials for Remote Instruction

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Examples of unacceptable behavior include, but are not limited to, disrespectful treatment of other students (verbal or written), disrupting, and use of inappropriate or profane language or gestures in class or other instructional settings. Students engaging in unacceptable behavior may be referred to the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates assists students impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. Reach Survivor Advocates at SurvivorAdvocate@unt.edu or the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses. See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (https://policy.unt.edu/policy/07-002).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If use of the work does not meet all of the above criteria, the University or department using the work must obtain the student's written permission (Download the UNT System Permission, Waiver and Release Form)

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

   Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Course Requirements

The table below provides a summary of how points are allocated for this course.

Assignments	Points Possible	Percentage of Final Grade

Course Activities
    Exercises / Assignments
    Discussion Forums *(select six out of eight forums)*
	248
	(110 points)
	(138 points)
		25%

Major Project #1: Self-Discovery	*200 points*	*20%*
Major Project #2: Diversity Interview	*200 points*	*20%*
Major Project #3: Cultural Immersion *(select one out of three options)*	*200 points*	*20%*
Tests *(3 tests)*	*152 points*	*15%*
TOTAL POINTS POSSIBLE	*1000 points*	*100%*

Remember, assignments must be submitted on time and late work is not accepted, as noted throughout this syllabus. Extra credit opportunities are typically not available for this course. However, if special opportunities arise, an announcement will be made to the entire student body.

COURSE OUTLINE

*All dates in **red** indicate when weekly or other assignments are **due** and **close** (typically by 11:59 PM).*
Note all assigned article readings from the required text are identified by number.
Course related links below work only if you view this syllabus inside the Canvas portal

DATES	TOPIC	REQUIRED READINGS *Text or Supplemental*	ASSIGNMENTS
Modules 1 & 2 Open August 23: All Assignments for both Modules due Sept. 5, 11:59 PM			
Module 1 **Week 1 & 2**	***Introduction to Course.*** Course purpose and expectations; Overview; understanding and sharing.	*Read the '**Start Here**' Module* *This is a brief orientation about UNT eLearning. Complete this unit first* *Read Syllabus* *Read Learning Module 1 in Canvas*	Complete the "Start Here" unit and all required assignments as specified in Learning Module 1 Syllabus – *Take the 'Confirmation Quiz* Assignments**:** Mosaic Activity
Module 2 **Week 1 & 2**	***Exploration of Social Identity.*** Understanding social identity models; Meaning of Intersectionality. Examination of personal identities and social location.	*Read Learning Module 2* *Read Text: Why Race, Class & Gender Still Matter (pp. 1-10), and Text Articles 1, 2, 5, & 9* *Read Supplemental Readings located in the UNT Library Resources at these links:* [Who am I?](#) & [Who Are My People](#)	Complete all required assignments as specified in Learning Module 2
Module 3 Sept. 3: All Assignments for Module due Sept. 19, 11:59 PM			
Module 3 **Week 3 & 4**	***Understanding Systems of Oppression.*** Mechanisms, forms and features of discrimination or oppression; hierarchical nature. Powerlessness & marginalization; Understanding multi-levels of oppression	*Read Module 3* *Read Text: Systems of Power & Inequity (pp. 33-55)* [Oppression - by Marilyn Frye](#) [Five Faces of Oppression](#) *Read Supplemental Readings located in the UNT Library Resources at this link:* [Theoretical Foundations](#)	Complete all required assignments as specified in Learning Module 3 **Due: Sept. 19 Test # 1** (Test on Systems of Power, Supplemental Articles: Oppression, Five Faces, and Theoretical Foundations)

DATES	TOPIC	REQUIRED READINGS *Text or Supplemental*	ASSIGNMENTS
Module 4 Open by Sept. 17: All Assignments for Module due Sept. 26, 11:59 PM			
Module 4 **Week 5**	***Classism.*** Myth of "classless society" and stereotypes. Portrayal of interrelationship of economic deprivation, intersectionality; Consequences of classism.	*Read Module 4* *Read Text Articles: 13, 14, 15, 16, & 26*	Complete all required assignments as specified in online Learning Module 4
Module 5 Open by Sept.24: All Assignments for Module due Oct. 3, 11:59 PM			

Module 5
 	
Week 6
	Sexism & Gender Identity/Difference.
	Gender norms and identification. Historical influences. Myths and stereotypes of sexism. Social construction of sexism and consequences.
		Read Module 5
		
		Read Text Articles: 4, 17, 18, 19, 20, & 23
		
		The following are some Supplemental Readings which are optional and located in the UNT Library Resources at these links:
		     He Works She Works
		     Night to His Day
			Complete all required assignments as specified in online Learning Module 5

Module 6 Open Oct. 1: All Assignments for Module due Oct. 10, 11:59 PM			
Module 6 **Week 7**	***Heterosexism.*** Confronting biases and negative attitudes; reviewing historical timelines. Exploring sexual identity; Power of homophobia in society and stigma.	*Read Module 6* *Read Text Articles: 21, 22, 24, 30, & 50*	Complete all required assignments as specified in online Learning Module 7

DATES	TOPIC	REQUIRED READINGS Text or Supplemental	ASSIGNMENTS
Module 7 Open by Oct. 8: All Assignments for Module due Oct. 24, 11:59 PM			
Module 7

Week 8 & 9 | *Racism.* Understanding ethnicity, socialization, Cycle of racism; unconscious and intentional forms of racism. Framework on web of racism as a form of oppression; Systems of racism at multiple levels. | *Read Module 7*

Read Text: Systems of Power & Inequity (Read Part II Introduction) and Text Articles: 5, 10, 11, 37, 46 & 48

Read the Supplemental Reading located in the UNT Library Resources at this link:
    Hardiman-Jackson Model

Review this figure on institutional racism:
    Web of Racism

Supplemental Reading: Reflections on Cultural Humility
Cultural humility: Key to partnerships | Complete all required assignments as specified in online Learning Module 7

Due: Oct. 24
Test #2

(Test on Racism, Hardiman-Jackson, Cultural Humility) |
| **Module 8 Open by Oct. 15: All Assignments for Module due Oct. 31, 11:59 PM** | | | |
| **Module 8**

Week 10 | ***Privilege & Power*:** Dynamics of power and privilege based on social categories; life experiences as shaped by privilege. Understanding system of power and domination as it relates to privilege. | *Read Module 8*

Read Text: Social Institutions and Social Issues (pp. 229 – 241) and Text Articles: 6, 7, 8, 12, 38, 39

Read Supplemental Readings located in the UNT Library Resources at these links:
    The Social Construction of Difference
    The Cycle of Socialization

Review these:
    Cycle of Socialization – Figure
    Matrix of Oppression - Figure | Complete all required assignments as specified in online Learning Module 8

Self-Discovery Project Due: Oct. 31 |
| **Module 9 Open by Oct. 22: All Assignments for Module due Nov. 14, 11:59 PM** | | | |
| **Module 9**

Week 11 & 12 | ***The Helping Process.*** Differences in communication styles, strategies for practice. Incorporating strengths, enhancing competence. Individualism & Collectivistic orientations. Interviewing strategies. | *Read Module 9*

Read at least one of these Supplemental Readings as relevant to your Diversity Interview Project. They are located in the UNT Library Resources at these links:
Setting the Right Tone
Cross-Cultural Interviewing (Chapter 12)
Cross-Racial Clinical Work
Multicultural Counseling: Issues & Techniques | Complete all required assignments as specified in online Learning Module 9

Diversity Interview Due: Nov. 14 |

DATES	TOPIC	*REQUIRED READINGS* *Text or Supplemental*	ASSIGNMENTS
Module 10 Open by Oct. 29: All Assignments for Module due Nov. 28, 11:59 PM			
Module 10 **Week 13 & 14** *Module opens earlier to assist with the Human Rights assignments*	***Human Rights & Social Justice**.* Exploring meaning of human rights and social justice. Understanding guidelines, legal documents, and violations. Role of advocacy and action strategies in the promotion of human rights and social justice.	*Read Module 10* *Read Text: Intersectionality and Social Change (pp. 419 – 425)* *Read Text Articles: 40, 41,42, 43, & 49* *Read Supplemental Readings located in the UNT Library Resources at these links:* Universal Declaration or Human Rights The Cycle of Liberation Applying Human Rights to Profession Cycle of Liberation - Figure	Complete all required assignments as specified in online Learning Module 10 **Due:** Nov. 28 Test #3 *(Test on UDHR, Liberation, & Applying Human Rights)*
Remaining End of Semester Assignments			

Cultural Immersion Activities

ALL DUE BY December 2, 11:59 PM

Option 1) Human Rights Project *(if applicable)*:   If you elected to complete the Human Rights Project, the final Human Rights Project must be completed in Canvas by the due date *(you will only be graded according to what is completed by deadline)*

Option 2) Service Learning Project (*if applicable*):   Complete Reflection Paper (length should be a minimum 1200 words). Also, complete the required Log to document 20 Service Learning hours *(mandatory to receive a grade).* Ensure the log has a verified signature from an agency representative in order to receive a grade – submit both; must be received by the due date.

Option 3) Combined Second Life & Service Learning Project (*if applicable*):   Complete both the Second Life Reflection Paper (length should be a minimum 525 words) & the Service Learning Reflection Paper (length should be a minimum 1200 words). The Second Life assignment requires uploading the snapshot of your altered avatar. For the Service Learning Project, scan the Log to document 10 service learning hours with a verified signature from an agency representative – submit all by the due date.

REMEMBER TO COMPLETE THE COURSE EVALUATIONS!

THANKS FOR YOUR HARD WORK THIS SEMESTER!!

ASSIGNMENT DETAILS

The following assignments help facilitate students' attainment of the stated course goals and objectives:

Weekly Assignments	Weight, Points, Details & Rubric	Due Date
Exercises Throughout the semester, some modules may have special exercises or assignments required (such as Mosaic, creating an Identity Wheel, Action Plan etc.). All details will be specified in the module. Pay special attention to the "Assignments" page of each module. Please ensure that you complete all exercises by the required due dates.	Exercises Total 110 Points	Refer to each Learning Module for specific details on any exercises
Discussion Forums & Participation It is expected that you periodically engage in discussion/debates with your peers to demonstrate critical thinking, clarity and quality (not quantity) reflections for the semester. You <u>must</u> integrate and reference the readings to demonstrate your understanding and knowledge base in order to earn full points. Review the grading guidelines and rubric to understand how your contributions will be graded (*located in "General Information" Module or click column on the right*). You are required to post to only six (out of eight), self-selected, Discussion Posts *(you will not receive credit for more than these; but if you post more than six you will receive credit for the highest of the six).* Additional participation points can be earned by sufficiently contributing to the learning community and interacting with others *(for example replying to others' posts through encouragement, asking deep questions, challenging others' learning, etc).*	Discussion Forums (23 Pts each) Total 138 Points Discussion Guidelines & Rubric	Six Required Discussion Postings for semester Note that Discussion postings are typically due on Sundays by 11:59 PM
Tests There are three tests for this course which will cover specified materials (textbook, videos, supplementary reading assignments etc). The tests are open book so students may use notes, the text, and other materials while taking the test. However, students must not collaborate with other students for answers (this is cheating!). These exams will be formatted as multiple-choice and true/false. Tests become accessible on the date they are set to open. Each test is timed (30 minutes or less) and must be completed within the established timeframe minutes after starting it; so you need to read the text/other material before attempting to take it. Also, please review the on-screen instructions carefully before starting. If you are uncomfortable with testing online, you may choose to complete tests during hours when the Help Desk is open. If you lose Internet connectivity during the tests, log back in immediately and try to continue on with the test. If you are unable to complete your test because of problems, you must contact the Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Resolutions regarding exam issues will be made by the instructor on an individual basis depending on this documentation (it must be an issue related to Canvas; not personal computer problems).	3 Tests Points range from 50 – 52 each Total 152 Points	Test # 1 Sept. 19 11:59 PM (Systems of Oppression, Module 3) Test # 2 Oct. 24 11:59 PM (Racism, Module 7) Test # 3 Nov. 28 11:59 PM (Human Rights, Module 10)
Weights & Points *(Exercises, Discussion & Tests)*	Weight 40% 400 Points	

MAJOR PROJECTS

There are <u>three</u> major projects required for this course to help you gain the knowledge, values and skills needed as a helping professional. A brief description of these assignments is provided below. Additional details / handouts are available in the <u>Major Projects Module</u> in the Canvas. Also, below are some links to detailed guidelines or rubrics on assignments in the middle column below *(links only work if you are logged into this Canvas course).* Note it is <u>not</u> acceptable to turn in hand-written assignments and all components <u>must</u> be typed. Also, all of these assignments must be submitted by the specified due date as late assignments will <u>not</u> be accepted. Remember, at the college level, it is expected that <u>all</u> instructions are followed. Ask if you have questions!

MAJOR PROJECTS (Refer to detailed guidelines for specifics)	Weight, Points, Details & Rubric	Due Date
Self-Discovery Project This assignment requires that you <u>write a paper</u> (between 1875 to 2500 words) critically examining "self" as it relates to <u>all</u> of the required components (*see Sections I through VI as detailed in the Self-Discovery Guidelines by clicking the Overview of Major Projects link on the home page or the column to the right).).* Use the Template on page 3 of the guidelines to outline your paper. It must address personal history, social/racial identity, values, beliefs, biases, experiences of privilege/oppression, and understanding of 'difference.' The paper is worth a maximum of <u>100 points.</u> You must also complete the worksheets worth a maximum of <u>100 points</u>. Note: Make sure you attach the <u>6 required worksheet</u> (plus the extra credit poem if desired). Only components submitted on time will receive a grade. You are encouraged to work on this weekly as we examine various topics throughout the modules. This will prevent you from becoming overwhelmed by the due date. Carefully review all guidelines, worksheet attachments, and the rubrics for this assignment!	**20%** **200 Points** **Self-Discovery Guidelines** **Self-Discovery Rubric**	Due: **Oct. 31** 11:59 PM Submit in Canvas You are welcome to submit this early
Diversity Interview You will interview someone who is different from you along a minimum of 3 or more dimensions *(for example, there may be differences in age, race, ethnicity, gender, ability/disability status, religion, sexual orientation, social economic class, immigration status etc).* Try to interview someone who can give you the broadest experience in understanding diversity because you will have to address these issues in an Interview paper. You will submit a "Diversity Interview" analysis paper *(1500 words minimum)* to address <u>all</u> required components in Sections I and II and the subheadings as detailed in the Diversity Interview Guidelines*.* This assignment should demonstrate your understanding of the many aspects of diversity or social location in determining one's experiences. *You are welcome to reach out to classmates in this class in an effort to find someone to interview. Make sure you plan and identify someone early in the semester for this assignment!*	**20%** **200 Points** **Diversity Interview Guidelines**	Due: **Nov. 14** 11:59 PM Submit in Canvas You are welcome to submit this early

MAJOR PROJECTS (Refer to detailed guidelines for specifics)	Weight, Points, Details & Rubric	Due Date
Choose only <u>one</u> out of these three Cultural Immersion Activities below:		
Option 1) Human Rights /Social Justice You will select a topic and examine a human rights and social justice issue from a <u>global</u> or U.S. perspective. This requires exploration of a social condition or problem to address the impact of power & privilege, oppression & marginalization. You will develop a webpage on this topic; giving you the ability to present information in a creative manner (pictures, graphs, video, art etc). The tool to develop this assignment is in Canvas but may require some self-directed learning. You will present research that addresses the various characteristics of oppression and address <u>all</u> areas indicated in the guidelines (I – VI), including the subheadings. For more information, click the Overview of Major Projects link on the home page or the link on the column to the right (review the Cultural Immersion – Option 1, Human Rights Project). **Caution – many students do poorly with this assignment because they do not follow directions and tend to put in limited effort at the last minute. It will be difficult to earn the full points!*	**20%** **200 Points** **Human Rights Guidelines** **Information for Project** *(see Topics, Narrow Topic, Project Template)* **Human Rights Rubrics**	Final Product Due: **Dec. 2** 11:59 PM
Option 2) Service Learning – 20 hours (see caution in guidelines due to safety concerns) You will immerse yourself in a community based agency that serves diverse oppressed, vulnerable, or marginalized populations. You must identify an agency from the <u>approved</u> list for this course *(See details in the Overview of Major Projects link on the home page or link to the right),* then make contact with the agency to determine if a placement is possible. Make sure you begin your placement <u>early</u> in the semester to avoid unforeseen problems. If you are interested in an agency that is not on this list you <u>must obtain prior approval.</u> All required hours must be completed by the deadline, but you are encouraged to complete them earlier! Caution, you must complete all hours <u>and</u> address all components of the Reflection Paper to earn the full 200 points. The Service Learning <u>Reflection Paper</u> should be *1200 words* and relate to the agency and your experiences *(<u>All</u> four issues must be addressed as indicated in the Guidelines).* Also, this course requires a specific log to outline your activities and report your hours. The course Log must also be signed by both you and an agency representative. However, if your agency does not permit representatives to sign the course log, but instead maintains an agency log with <u>signatures</u> – submit it. In addition, fill out our course log to detail your activities; submit this copy along with the agency log for verification. The Reflection Paper and Log(s) with signatures must be submitted by the deadline to earn credit. If all these components are not met the project may not be graded.	**20%** **200 Points** **Service Learning Guidelines** **Approved Agencies** **Service Learning Log**	Due: **Dec. 2** 11:59 PM Submit paper & log in Canvas You are welcome to submit this early

MAJOR PROJECTS (Refer to detailed guidelines for specifics)	Weight, Points, Details & Rubric	Due Date
Option 3) Combined Second Life plus Service Learning (10 Hours) Project You will participate in virtual (computerized) learning through the Second Life (SL) software program. If you select this assignment it will require some self-directed learning on how to use it. This assignment is unique and has the potential to help students explore the world virtually and increase their understanding of others on a wider basis. Through Second Life, you can experience virtual field trips, activities, and interaction with others worldwide; allowing exposure to unlimited and diverse opportunities. You will complete required activities as indicated in the project guidelines *(see the Overview of Major Projects link on the home page or click the link on the right)*. You must <u>write a Second Life Reflection Paper</u> *(should be 525 words)* that addresses <u>all</u> components as outlined in the guidelines*.* You will also complete 10 hours of service learning as described above in option two *(make sure you find an agency that will allow only 10 hours).* Select an approved agency or get my approval if an is not on the list. You must follow all the other requirements for the Service Learning portion of this requirement according to the detailed instructions above. You must <u>write a Service Learning Reflection Paper</u> *(should be 1200 words)* for the 10 Service Learning hours. You must also scan and submit the required Log documenting your 10 hours *(the log must be signed by yourself and an agency representative).* See above in Service Learning section for exceptions to this. <u>**All**</u> **documents** *(Second Life Reflection Paper, Service Learning Reflection Paper, and Signed Log reflecting 10 Service Learning hours)* must be submitted by the due date.	**20%** **200 Points** **Second Life Guidelines**	Due: **Dec. 2** 11:59 PM Submit in Canvas You are welcome to submit this early
Points for Major Projects	**Weight 60%** **600 Points**	
TOTAL POSSIBLE POINTS FOR COURSE	**1000 POINTS**	

Grading

The method of grading for this course is strictly based on a point system. The table below specifies how grades will be earned in the course. Due to the size of the class, students will have to wait several weeks for grading of any assignments. Carefully review all assignment instructions, details/guidelines, modules, syllabus, grading rubrics or other criteria to understand how assignments will be graded.

Distribution of Points

Points	Grading Scale
900-1000 +	A
800-899	B
700-799	C
600-699	D
599 and below	F

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. I am very interested in the feedback as I work to continually improve my teaching. The SPOT (Student Perceptions of Teaching) survey will be made available to you towards the end of the semester. Pay attention to any announcements regarding when the survey is open and available. You will receive a link specific to this course for the survey.