Eastern Kentucky University
African and African American Studies
Department of Languages, Anthropology, and Sociology
SOC-400 -001 or AFA -400-001 (CRN 22400) – Race and Ethnicity
Spring 2024

Time:	**Online Asynchronous**
Place:	Blackboard
Instructor:	Professor X
Email:	
Office:	Online – Zoom, Google Meets, or by phone
Flip Link:	https://flip.com/0ce56980
Student hours:	Online by appointment via the options above.

Fulfills GenEd E-6 Requirement

Land Acknowledgment
Professor X respectfully acknowledges that this class takes place on the traditional lands of Shawnee peoples.

Required Texts and Course Materials
Golash-Boza, Tanya M. (2022). *Race and Racism: A Critical Approach: Third Edition.* Oxford University Press. New York City, New York.

Greymorning, Neyooxet. (2019). *Being Indigenous: Perspectives on Activism, Culture, Language, and Identity*. Routledge Publishing. New York City. New York.

Kendi, Ibram X. (2019). *How to be an Antiracist*. Penquin Random House LLC. New York City. New York.

Rivas, Christopher. (2022). *Brown Enough: True Stories About Love, Violence, the Student Loan Crisis, Hollywood, Race, Familia, and Making It in America*. Row House Publishing.

Catalog Course Description
SOC 400: Race and Ethnicity (3 Credits)- A. Cross-listed as AFA 400. Prerequisites: SOC 131 or SOC235; ENG 102 or ENG 102R or ENG 105 (B) or HON 102. Analysis of the development of racial and ethnic relations from the perspective of sociology and related social sciences. Examination of issues related to dominant and minority group status in the United States and cross-culturally. Gen. Ed. E-6. Credit will not be awarded for both SOC 400 and AFA 400.

EKU General Education Goals for Element 6:
Upon completion of the course, students will be able to:
1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology. (GE Goal 1)
2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
3. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)
4. Recognize perspectives from other cultures and/or historically marginalized groups. (GE Goal 9)

Student Learning Outcomes
Upon completion of this course, students will be able to:
1) Communicate orally and in written form the influence of social forces on forms of identity related to race.
2) Explain how sociologists apply various theoretical and methodological approaches to the study of race. *(GE Goal 7)*
3) Explain how the social construction of race intersects with identity. *(GE Goals 1, 2, 8, 9)*
4) Identify and analyze socio-historical processes that continue to influence experiences of people in American society and abroad. *(GE Goals 1, 2, 8, 9)*
5) Demonstrate the ability to gather, interpret, and analyze information to identify sources of structural and interpersonal inequality and conflict. *(GE Goal 7)*
6) Compare, contrast, and evaluate opposing views on social issues and policies related to inequality resulting from race and racial relations. *(GE Goals 1, 2, 8, 9)*
7) Recognize ways in which race intersects with sexuality, social class, gender, and other structures of inequality to explain differences in social experiences. *(GE Goals 1, 2, 8, 9)*

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2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
3. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)
4. Recognize perspectives from other cultures and/or historically marginalized groups. (GE Goal 9)

Program and Course Expectations
   This course is designed to reflect EKU's Comprehensive Diversity Plan that "respects and celebrates diversity, which includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexuality, disabilities, and cultural or national backgrounds, in pursuit of common unity." Our University community respects and celebrates the diversity of peoples, seeks to embrace all individuals, and prohibits discrimination.
   Women and Gender Studies courses seek to deconstruct systems of oppression and power; thus, topics will help students develop a greater capacity for intellectual open-mindedness. Courses will immerse the students in the complexity of human differences and commonalities. Exploration, analysis, and application of complex identity issues characterize these courses. WGS courses emphasize the challenges that must be addressed to achieve just, equitable, and productive societies, and promote the development of skills necessary to work effectively with others from diverse identities and perspectives.
   Academic study of gender involves potentially controversial topics that might challenge your ideas, values, and beliefs. These moments should be viewed as learning experiences, and WGS courses encourage students to be open to these challenges with the intention of facilitating their own intellectual and social growth.
   Diversity of opinions in the classroom will create a more dynamic learning environment, and course grades will be based on your critical thinking, not on your personal viewpoints. At times throughout the semester, you may feel uncomfortable about the topics that we address, but we are going to work through that discomfort together in productive ways that help us learn from each other. While we may not agree, we must still be respectful toward each other's lived experiences.

Please note: Films and other media used in the course may contain thought-provoking and potentially controversial material. The instructor and the class will discuss how the material is germane to overall course goals and topics.

To ensure an optimal learning environment, the following behaviors are expected from all members of the class:

1. Think through your comments before you make them.
2. Make comments to the entire group and not to the person(s) near you.
3. Never make derogatory comments toward another person in the class.
4. Disagree with ideas, but do not make personal attacks.
5. Be open to be challenged or confronted on your ideas or prejudices.
6. Challenge and confront others with the intent of facilitating growth, not to demean others.
7. Encourage others to speak up. Be especially encouraging of people who are working through their prejudices and attempting to grow as critical thinkers.
8. Be open to change.
9. See also Chapter 4 of the EKU Student Handbook: https://studentsuccess.eku.edu/studenthandbook

Technology and Email

EKU requires all students and faculty to use their University email accounts for all correspondence. This course requires the use of Microsoft Word. If you do not currently have this software on your computer, EKU provides Microsoft 365 Plus free to all students. You can find instructions on installing the application at this site: https://it.eku.edu/support/students-microsoft-office-365-pro-plus

This course also includes the usage of Flip (formerly Flipgrid) application. The Flip link for this course is https://flip.com/0ce56980

If you are unfamiliar with Blackboard, here's a great FAQ: https://bbhelp.eku.edu/how-do-i-sign-eku-blackboard. Our Blackboard Help Desk staff are very helpful (and they know a whole lot more about Blackboard than I do). You can contact them at 859-622-**3000** or you can email them at support@eku.edu.

The student's computer and internet should be able to reliably support Blackboard.com and all its functionality, including streaming video, audio files, and downloading documents, including large PDFs.

Must be able to download and open PDFs and Microsoft Word documents and must submit all assignments in Microsoft Word or PDF format.

I respond to e-mails within 24-48 hours (please feel free to remind me if you haven't received a response in that time frame). I check e-mail less frequently on weekends.

Student Progress

You will be able to know your grades via Blackboard "My Grades." If you think you need to drop the course, please discuss that possible decision with your instructor and bear in mind these deadlines:

- Sunday, Jan 21   The last day to add a course or to drop without receiving a "W" on your transcript.
- Sunday, Jan 21   The last day to change from "pass-fail or "audit" to "grade."
- Monday, Jan. 30   The last day to convert the class to Audit or Pass/Fail
- Monday, March 11 The last day to drop without a withdrawal fee
- Sunday, April 7   The last day to drop the course with a withdrawal fee
  For additional information, consult the Spring 2024 academic calendar on the Colonel's Compass: https://www.eku.edu/colonelscompass/wp-content/uploads/sites/64/2023/09/Spring_2021_2025-10_28_22.pdf

University Policies
The following policies are described in detail at this link: https://academicaffairs.eku.edu/syllabi
- Accessibility Accommodation Statement
- Academic Integrity Statement
- Discrimination and Harassment, Title IX, and Prevention Statement

Attendance Policy
    There is a university wide first week attendance policies that include online students. Please follow the instructions on the discussion board labeled Introductions as this will be my source of collecting attendance for the first day drop policy.
    First Day of Class Attendance: This process is designed to ensure clear reinforcement of the message that class attendance at EKU is important. All faculty (undergraduate and graduate, online and all other modes of delivery) are required by the University to drop a student for being absent (or not participating online) on the first day of class/first week of class (as scheduled by the Registrar's Office). Students who know they will be absent should contact their instructor or the academic department office **prior to the 1st class meeting** to explain their absence and request that the instructor not drop them from the class.

    Students are responsible for monitoring their class schedule and should never assume that missing the first day of class will automatically result in removal from that class. A student who never attends a class but remains enrolled will receive a failing grade in the course and is responsible for tuition and fees for that class.

Inclement Weather Adaptations
    In case of severe weather, operations and classes at EKU could be affected. For more information about scheduling adaptations depending on severity, see https://www.eku.edu/weather.html.

COVID-19 Precautions
    Students enrolled in this course are required to follow all university policies, including the Student Code of Conduct and policies related to public health and Healthy On Campus initiatives. These initiatives include properly wearing a face covering at all times while in indoor spaces, cooperating with efforts to sanitize classroom areas, and other procedures set forth at the EKU website dedicated to COVID-19.
    It is incumbent upon each of us to do our part to create a safe and healthy environment to live and learn. A face covering is **required inside all EKU buildings**, including classrooms. Wearing a face covering can have a tremendously positive impact on mitigating the spread of the COVID-19 virus. Your health and wellbeing is our primary concern. Following established health guidelines is critical and appreciated. The University is following the most current CDC guidelines available and the direction of the Madison County Health Department.
    At a minimum, each of us should:
- Wash your hands often with soap and water
- Cover your nose and mouth with a face covering when inside EKU buildings
- Cover coughs and sneezes
- Clean and disinfect surfaces in your environment
- Monitor your health for the symptoms of COVID-19 and seek medical attention if needed.
- Self-isolate if you meet the most current guidelines for isolation or:
    o Test Positive for COVID-19 and Have Symptoms (Isolation Required)
    o Test Positive for COVID-19 and Have Never Had Symptoms (Isolation Required)
    o COVID-19 Exposed (Not Fully Vaccinated/Boosted)

The university's response to COVID-19 is fluid and dynamic. Please refer to our website for the latest guidance and university protocols. Should you need a COVID test, an up-to-date list of testing locations can be found here. Students requiring an accommodation for face coverings, please contact the Center for Student Accessibility.

Evaluation Methods and Course Requirements

Assignment submission:

All assignments must be submitted on Blackboard. Other than the presentations, assignments must be in Microsoft Word or PDF format. The slides for your presentation should be submitted in PowerPoint or Prezi link.

Late Assignments and Extensions:

Assignments that cannot be made-up, rescheduled or submitted late:
- Any extra credit (because it is optional)
- Final presentation feedback to a classmate (because of end of semester)
- Final Quiz (because of end of semester)

The following guidelines apply to all other assignments:

Extensions:

If you need a **deadline extended**, e-mail me at least 24 hours before the assignment is due with "Extension Request" and the name of the assignment in the subject line of the email. In the body of the e-mail, briefly tell me why you need the extension. If I grant the extension, I will give you another 48 hours to submit the assignment. Most extension requests submitted at least 24 hours in advance of the deadline will be granted.

Late submission due to extenuating circumstances:

If you have to submit an assignment late due to extenuating circumstances like a serious illness, health crisis of a family member, a prolonged internet outage in your area, a sick child for whom you are the primary caregiver, etc., you can do that without having requested an extension in advance. In these circumstances, contact me as soon as possible (before the assignment is due, if possible) and write me a brief note about why you could not submit the assignment on time. Please do not hesitate to reach out. I really am happy to work with you.

Late work without an extension and not due to extenuating circumstances will be subject to a penalty of 10% off for every day it is late. This is a reminder to please communicate when you are struggling, <u>I cannot accommodate what I do not know exists.</u>

Assignments:

Research Project and Presentation (400 points 40%):

You will complete a project on some topic related to the sociology of gender. At the end of the course, you will present the research backing for your project to your classmates. I will give you a list of project options and the grading rubric for each, but you are also welcome to work with me to develop a project that is not on the list. If you choose to develop a different project, consider picking something you

are personally interested in or something that ties into a topic you are researching for another class or project.

Your grade will depend not just on the presentation of the project, but other items you turn in including 1) your project description assignment (it's ok to change this as you research as long as I approve the change), 2) a discussion board post with an APA or ASA citation, including stable link, for one of your articles and its abstract 3) feedback on a classmate's article 4) An APA/ASA reference list of 5 pieces of academic research you will use in the project, 5) narrated PowerPoint/Prezi presentation that gives us an overview of the findings of your 5 sources, and why this knowledge matters/why you choose this project, 6) detailed feedback on a classmate's presentation. More Information on the Project will be included in the Module labeled Project which will be open throughout the semester as a resource.

Module Work:

The course is going to be divided up into 8 two week-long sections that will open and begin on Monday and end the second Sunday (except for the last section which will end on Wednesday 12/1). Sections will open on the evening of the Sunday before they start. I recommend reading/watching all other material before viewing the lectures. If you need access to a section early due to circumstances you know are coming up, please let me know as this can likely be accommodated. If you are reading this please send me a picture of a turtle for ten bonus points.

Key Concept Quizzes (8 for 20 pts each or 160 points or 16%):

For each section, you will take a quiz over the key concepts for that section. Key concepts will be posted on Blackboard for each Section. These quizzes are designed to help you keep up with the readings and make sure you're understanding the material. The quizzes will be online on Blackboard and will be multiple choice, true/false, and short answer. You may use your readings and any other assigned materials (such as videos, PowerPoint slides, handouts, etc.) while taking the quizzes. You will have three attempts on each quiz and I will only count your highest grade. Quizzes will be due on the last Monday of each section, except for the Section 8 quiz. The last quiz will be in a short answer essay format and will serve as part of your final assessment.

FLIP Posts (7 for 35pts each or 245 points or 24.5%):

For each section (except Section 8 for a total of 7), you will share 2 questions about that week's readings on the class discussion board. Be specific as these conversations allow you to better understand these sociological concepts. Don't be afraid to disagree. However, remember that language matters and derogatory comments will be addressed promptly. You will need to write your two questions to the week's readings AND you will need to respond to at least one of your classmates' questions. **Your initial post will be due by the first Sunday of each section and your responses to your classmates will be due on the last Sunday of each section.** *Note there are five extra points there that if you do all these automatically puts you with five points extra credit.*

Critical reflections (4 at 50pts each or 200 points or 20%)

These writing assignments will allow you to show how you can use your sociological imagination while also pulling from academic (peer reviewed) sources from the Modules. *It can be either a part of the chapter in your textbook, a section from one of your other assigned books, one of the journal articles within several of the modules, or one of the optional readings.* You will have one Critical Reflection due in Module 4 and one in Module 7. These writing assignments are designed to show you can apply what you have learned to the world around you. These will be single spaced 1-2 pages, Times Roman 12 pt. font, 1 inch margins, and broke into three sections.

Those three sections are as follows:

1. In the first section you will identify and summarize one of the peer reviewed articles provided to you. Give enough detail for me to know you read the text and understand it.

Please mention the main sociological concepts that the authors discuss. Then tie it back to one of the chapters you have read. Make sure to use your in-text citations and give a reference page.

2. In the second section please apply the authors ideas to something in public discourse (i.e., a movie or television show, something in the news, a book, something from another class you have taken, ect.). In this section you will need to cite the source of the information you are comparing the article to, such as the examples above. Explain to me how the sociological ideas or concepts are explored in the public discourse item you chose.

3. In the third paragraph I want you demonstrate how you may use the information you have gained from this reading within your life. (i.e., how would you use this in your interactions with others, how would you use this in another class, how would you use this in your future job, ect.). The goal of this assignment is for you to not just learn some concepts, but to think about how they relate to you and how you can apply the within your own life.

Course Grade
100%-90%=A, 900-1000 pts = A
 89%-80=B, 800-899pts = B
79%=70%=C, 700-799pts = C
69%-60%=D, 600-699pts = D
59%-0%=F, Less than 599pts = F

Incomplete Grades:
https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.11_awarding_incomplete_grade_bor_6.19.17.pdf

Helpful Resources
- **Writing Assistance**
    The Noel Studio offers writing, communication, and research support IN-PERSON and/or ONLINE for undergraduate and graduate students from any major. We help with essays, presentations, visual aids, multimodal products, and more, at any stage of the process—from brainstorming to final revision or delivery, and every point in between. Learn more at https://www.eku.edu/studio/consultations/ or schedule a consultation at https://www.eku.edu/studio/schedule-an-appointment/ to schedule a consultation.

- **The Student Success Center**
    The Student Success Center, located on the ground floor of the library and online, provides free assistance for all EKU students. Students can request tutoring in over 150 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, stress management, and more. To make an online appointment or for more information, visit www.successcenter.eku.edu or email successcenter@eku.edu.

- **Library Support**

    EKU Libraries is your hub for the free resources (both print and electronic) you will need to be successful in this course and at EKU, and our services and collections are fully accessible for both on-campus and distance/online students. EKU Libraries offers places for individual and group study as well as professional research guidance, virtual or in person, from one of our many qualified and friendly EKU librarians. There is also a link to a library vide I made in the Blackboard Module labeled Projects

    EKU Libraries is your hub for the learning support you will need to be successful in this course and at EKU:

- **Need a place to focus?** The Main Crabbe Library has spaces for individual and group study.
- **Have a question about a library research assignment?** One of our many qualified and friendly librarians is available to help you one-on-one in the library, via chat, or by scheduling a research appointment in advance.
- **Prefer DIY help?** Check out our Frequently Asked Questions (FAQ) or Youtube tutorials.
- **Tight on time?** A library staff member can pull an item from their shelves and put it on hold for you to pick up at our Main Desk by using the "Request It" link.
- **Taking classes online or at a distance?** We have a vast array of online resources available 24/7, including books, articles, and videos. Also, if you need a print resource, we can mail items to off-campus students. For more details, see our FAQ on checking out books.

- **Additional Resources in the Area**

    Please keep the following numbers handy in case you or a friend may need the services offered by any of the organizations. There is a more extensive resource list in the Intro Module.
    - EKU Student Health Services   622-1761
    - EKU Women's Health Clinic   622-1761
    - EKU Counseling Center   622-1303
    - Title IX at EKU   622-8020
    - EKU Psychology Clinic   622-2356
    - Colonel's Cupboard https://communityservice.eku.edu/Cupboard   622-3855
    - Closet Transform https://communityservice.eku.edu/closet-transform Powell 152
    - Ampersand Sexual Violence Resource Center of the Bluegrass   800-656-4673
    - Hope's Wings Domestic Violence Program   859-623-4095
    - National Suicide Prevention Lifeline   800-273-8255 or 988

COURSE SCHEDULE

RAR = Race and Racism: A Critical Approach: Third Edition

BI = Being Indigenous: Perspectives on Activism, Culture, Language, and Identity.

HTBAA = How to be an Antiracist

BE = Brown Enough: True Stories About Love, Violence, the Student Loan Crisis, Hollywood, Race, Familia, and Making It in America.

BB = Link or PDF available on Blackboard Course

Content Note: This class deals with topics and readings that include accounts of, racial injustice, genocide, generational trauma, environmental injustice, rape, colonialism and all the violence within that process, poverty, police violence, slavery, mass incarceration, inhumane immigration policies,

mental health/suicidal ideations, structural violence, discrimination, derogatory language, micro aggressions. **Within each module I will give content notes for each reading or media source. I also want to remind you at this point that I cannot accommodate what I do not know exists.**

Module 1: Introduction to Race, Ethnicity, and Terminology
Dates: Jan 16th – Jan 28th

      Martin Luther King Jr Day- Jan 15th No classes
      Last day to Drop Jan 21rd

Readings and Media:
- RAR- Chapter 1: The Origin of the Idea of Race
- RAR- Chapter 2: Race, Immigration, and Citizenship from the 1840s to the 1920s
- RAR- Chapter 3: Racial Ideologies from the 1920s to the Present
- BE- "Not in it"- pg 1-12
- Netflix (If you have access to it)- Who We Are Documentary?
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Complete Bonus point Survey (link in module)
3. Complete Attendance Discussion Blackboard post (Friday January 19th by 11:59 PM)
4. Complete FLIP board post (due Sunday January 22nd by 11:59 PM) and response (due Sunday January 28th by 11:59 PM)
5. Complete Module 1 Quiz (due Sunday January 28th by midnight)

Module 2: Social Theory on Race
Dates: Jan 29st -Feb 11th

Readings and Media:
- RAR- Chapter 4: Sociological Theories of Race and Racism
- RAR- Chapter 6: Colorism and Skin-Color Stratification
- RAR- Chapter 7: White Privilege and the Changing U.S. Racial Hierarchy
- BI- Examining a political reality of Language and Culture pg 13-2
- BI- Of this red earth-H. Mann pg 102-112
- BE- Mejorando La Raza: What's in My Blood? Pg 27-40
- BB Explaining White Privlege to a Broke White Person
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Complete Flip board post (due Sunday February 4th by 11:59 PM) and response (due Sunday February 11th by 11:59 PM)

3. Choose and post topic for Literature Review Presentation Project (due Sunday February 4th by 11:59 PM)
4. Complete your 1st critical reflection (due Sunday February 11th by 11:59 PM)
5. Complete Module 2 Quiz (due Sunday February 11th by 11:59 PM)

Module 3: Media, Language, and Education
Dates: Feb 12th-Feb 25th

Readings and Media:
- RAR- Chapter 5: Racism in the Media: The Spread of Ideology
- RAR- Chapter 8: Educational Inequality
- BI- Literacy and revitalizing endangered languages- by Hall pg 212-227
- BI- The Staying Force of Inuit Knowledge- pg 53-64
- BE- Words are Spells in Your Mputh- pg41-52
- BE- The Water we Swim in- pg 53-66
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Complete FLIP board post (due Sunday February 18th by 11:59 PM) and response (due Sunday February 25th by 11:59 PM)
3. Complete Module 3 Quiz (due Sunday February 25th by 11:59 PM)
4. Post an APA or ASA (if you only use MLA email me) citation of the academic articles you have found on your topic to the Article Discussion board in the discussion section on Blackboard. Be sure to copy in your article's abstract (due Sunday February 18th by 11:59 PM).
5. Post feedback on one classmate's article in discussion board on Blackboard (due Sunday February 25th by 11:59 PM)

Module 4: Income, Labor, and Housing Inequality
Dates: Feb 26th -March 10th (Midterm week is in here, pace yourself)
Midterm grades Due March 4th
Spring break: March 11th- March 15th

Readings and Media:
- RAR- Chapter 9: Income and Labor Market Inequality
- RAR- Chapter 12: Inequality in Housing and Wealth
- BE- The Ameri-con Dream pg117-134
- BB: Transgender and LGBTQ Youth Homelessness Stats
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.

2. Complete FLIP board post (due Sunday March 3rd by 11:59 PM) and response (due Sunday March 10th by 11:59 PM)
3. Complete Module 4 Quiz (due Sunday March 10th by 11:59 PM)
4. Complete your 2nd critical reflection (due Sunday March 10th by 11:59 PM)
5. Submit APA style Reference List (due Sunday March 10th by 11:59 PM)

Module 5: Race and the Criminal Justice System
Dates: March 18st – March 31st

Readings and Media:
- RAR- Chapter 5: Racism and the Criminal Justice System
- BB- The Racial History of Criminal Justice in America
- BB- Is Prison Necessary? Ruth Wilson Gilmore Might Change Your Mind- Kushner
- BB- Tedtalk- Interview with the Founders of BLM
- BE- Sacrifice My Identity. I'll do it. I Will Do Anything to Survive. Pg135-147
- Netflix (If you can garner access to Netflix)- 13th Documentary (This can be hard to watch but powerful. I will give specific content notes due to visual media)
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Optional Mid-semester Survey for bonus points
3. Complete FLIP board post (due Sunday March 24th by 11:59 PM) and response (due Sunday March 31st by 11:59 PM)
4. Complete Module 5 Quiz (due Sunday March 31st by 11:59 PM)
5. Option to post slides for feedback (due Sunday March 31st by 11:59 PM)

Module 6: Race, Ethnicity, Environment, and Health
Dates: April 1st - April 14th
   Last day to withdraw with a fee April 7th

Readings and Media:
- RAR- Health Inequalities, Environmental Racism, and Environment Justice
- BB- Indigenous Women, water protectors, and Reciprocal Responsibilities- Dennis and Bell
- BB- Understanding the Impact of Historical Trauma Due to Colonization on the Health and Wellbeing of Indigenous Young Peoples: A systemic Scoping Review- Smallwood et al.
- HYBAA- Chapters 1-9 pg 3-121
- BB: How to Make Narrated Slides
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Complete FLIP board post (due Sunday April 8th by 11:59 PM) and response (due Sunday April 14th by 11:59 PM)
3. Complete your 3rd critical reflection (due Sunday April 14th by 11:59 PM)
4. Complete Module 6 Quiz (due Sunday April 14th by 11:59 PM)
5. Post Narrated Slides or link to video of presentation at Symposium on Presentation Discussion Board (due Sunday April 14th at 11:59 PM)

Module 7: Race, Ethnicity, and Immigration
Dates: April 15th- April 28th

Readings and Media:
- RAR- Racism, Nativism, and Immigration Policy
- BB By the time I get to Arizona: Citizenship, Materiality, and Contested Identity Along the US-Mexico Border- De Leon
- HYBAA- Chapters 10-end of book pg 122-238
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Leave feedback for ASSIGNED classmate – You can choose who you, (due Friday April 19th at 11:59 PM)
3. Complete FLIP board post (due Sunday April 21st by 11:59 PM) and response (due Sunday April 28th by 11:59 PM)
4. Complete your final critical reflection (due Sunday April 28th by 11:59 PM)
5. Complete Module 7 Quiz (due Sunday April 28th by 11:59 PM)

Module 8: Race, Ethnicity, Social Change, and Representation
Dates: April 29th -May 9th (Finals week -pace yourself)
        Finals grades posted by May 13th

Readings and Media:
- RAR-Chapter 14: Racial Justice in the United States Today
- BI- Split-head resistance and reconciliation- by J. Youngsblood Henderson pg 129-144
- BI- Reflections and feelings deriving from a pilakaumaka within my hearth pg145-155
- BE- The Gospel of Endless Growth pg 189-206
- BE- Alchemy of Brownness- pg221
- Netflix (if you have access to it)- RISE Documentary (about Standing Rock)
- BB: Poetry Foundation Collection: Racial Justice and Equality *Optional*
- BB: Document of links on how to get involved

Steps to Complete Module Work:

1. Read, watch, or listen to all required readings and media
2. Complete Essay Quiz 8 (due **TUESDAY** May 7th at 11:59 PM)
3. Post final Project (due **FRIDAY** May 3rd at 11:59 PM)
4. Breathe and DO SOMETHING FOR YOU because May 10th is the end of the semester. To all those graduating CONGRATS!!!!

ANT 330 Native American Cultures

Eastern Kentucky University
Department of Language & Cultural Studies,
Anthropology, and Sociology

Fall 2023; Full Semester
CRN 12059
Asynchronous Online; 3 credit hours

This is your Syllabus!
Please see separate Course Schedule Document for Weekly Schedule & Assignment Dates!

I respectfully acknowledge that I live on the traditional lands of the Ais people.

Instructor Information
Professor X
Office Hours -- reach out via email and we'll set something up!

Course Description
Explores cultural richness and diversity of North America's First Peoples over time and geography. Topics include indigenous cultural landscapes and worldviews, treaties, reservation life, and the many continuing impacts of colonization, such as health disparities. Prerequisites: ENG 101 & 102.

Student Learning Outcomes
Students will be able to:
1. To identify, compare, and contrast cultural variation among different populations of Native American peoples prior to European contact.
2. To articulate and effectively communicate the impacts of European contact on Native American cultures.
3. To illustrate the depth and complexity of contemporary Native American issues and inform students' perspectives about American Indian issues.
4. Integrate anthropology's value of cultural diversity and pluralism by recognizing the past and/or current perspectives of sovereign Native American populations.

General Education Goals Addressed in ANT 330
1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology. (GE Goal 1)
2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
3. Integrate knowledge that will deepen their understanding of and will inform their choices about issues of personal and public importance. (GE Goal 8)
4. Recognize perspectives from other cultures and historically marginalized groups. (GE Goal 9)

Required Reading
1. PURCHASE: *Killers of the Flower Moon: The Osage Murders and the Birth of the FBI.* David Grann, 2017. Doubleday, New York.
2. Pdf provided on Bb: *Yuuyaraq: The Way of the Human Being*. Harold Napoleon edited by Eric Madsen, 1996, University of Chicago Press.
3. Pdf provided on Bb: Grand Mound and the Muskrat: A Model of Ancient Cosmology on the Rainy River. David Mather, 2015, *Minnesota History*, Spring 2015.

Technology

To successfully complete this course, you will need access to a reliable computer with a high-speed internet connection. It is your responsibility to have access to steady internet during this online course. You should also have a working knowledge of Blackboard. **CHROME** is the recommended browser for viewing content and taking exams. You will need a copy of Microsoft Word, PowerPoint, and Adobe Acrobat Reader (https://get.adobe.com/reader/). You can obtain Microsoft Office 365 for free from EKU (http://it.eku.edu/insidelook/microsoft-office-365-pro-plus).

EKU's Information Technology department (http://it.eku.edu) is available to help you with technical issues. The department's telephone number is 859-622-3000.

Evaluation Methods: Grand Total = 100%

3 Readings (21%)
> *Yuuyaraq* reading quiz 5%
> *Killers of the Flower Moon* reading quiz 9%
> *Grand Mound & the Muskrat* reading quiz 7%

8 Smaller Learning Activities, 2% each (16%)
> Culture Area Map Activity
> Bad Sugar film quiz
> Reel Injun film quiz
> Black Robe film quiz
> Draw & Discuss Cultural Landscapes
> Trail of Tears podcast quiz
> Smokin' Fish film quiz
> Crooked Beak of Heaven film quiz

4 Discussion Boards, 2% each (8%)
> Colonization's Impacts, Experienced DB
> Native American Health Disparities DB
> Greetings, Dispossessed Indian DB
> An Unattended Wedding DB

2 Content Quizzes, 5% each (10%)
> Ecological Indian Content Quiz
> Why Treaties Matter Content Quiz

Exams & Essays, 15% each (45%)
> Midterm exam
> Final exam
> "Native Perspectives" Final Essay

Sensitive Content Statement

Please be aware this course includes one film depicting violence, sexual acts, and what today is not recognize as consensual sex. *Black Robe* is rated R and is included because it accurately and significantly reflects elements of the colonial experience.

Attendance & Missed/Late Assignment Policy

This is an asynchronous online course (no set dates or times for class meetings). I expect you to spend the time required to keep current on reading and complete assignments. Late assignments are not accepted without prior arrangement. If accepted, 10% penalty points per day will apply. Excused absences include verified medical or family emergencies, university approved activities, illness (yours or your child's) and other unforeseen circumstances I deem reasonable. Be advised that I am required to drop students due to non-participation. In this class, I use the Introductions Discussion Board as First Day Attendance. More info here First Day Attendance Policy.

Instructor Response Times
➢ Grading and Assignment Feedback: Within one week following due date.
➢ Direct Email Communication: Within 24 hours during the workweek.

Eastern Kentucky University Policies Statements
For the Accessibility Accommodation Statement, Academic Integrity Statement, and Discrimination and Harassment, Title IX, and Prevention Statements, please follow this link to the most up to date policies from Eastern Kentucky University.

Academic Integrity Statement
EKU is committed to the Academic Integrity policy in this course. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication. The University treats all instances of academic dishonesty seriously. Students can find this policy at https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.3acr_academic_integrity_0.pdf. For help with understanding how this policy works, contact the Office of Student Conduct at https://studentconduct.eku.edu/

Official E-mail
An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Student Progress
See My Grades on Blackboard. The "Grade Earned So Far" column tracks student progress using the weights described above. As work is submitted and graded, the grade in that column will change.

Want More ANTHROPOLOGY?
ANT 120 Introduction to Cultural Anthropology (Gen Ed Element 5b)
ANT 200 Archaeology and Human Cultures (Gen Ed Element 5a)
ANT 201 Introduction to Physical Anthropology (Gen Ed Element 4)
ANT 330 Native American Cultures (Gen Ed Element 6)
Anthropology Minor: 18 hours (120 Total hours)
Archaeology Minor: 18 hours (120 Total hours)
Anthropology Major (Bachelor of Arts): 33 hours (120 Total hours)

Helpful Resources
Writing Assistance

The Noel Studio for Academic Creativity is a free resource offering writing, communication, and research support for undergraduate and graduate students from any major or class. At the Noel Studio, trained consultants can help you with essays, presentations, research posters, visual aids, multimodal products, and more. Students can ask for help at any stage of the communication process—from brainstorming to final revision, and every point in between. Consultations are fully online for Fall 2020. You can learn more about online consultations at studio.eku.edu/online-consultations. Schedule your own online consultations by following the directions at https://studio.eku.edu/schedule-appointment. Have questions or need help with scheduling? Use the chat box at studio.eku.edu.

The Student Success Center

The Student Success Center, located on the ground floor of the library and online, provides free assistance for all EKU students. Students can request tutoring in over 150 subjects as well as other services, including mentoring, workshops, advising, studying, computer use, and any other topics related to your college experience. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, stress management, and more. To make an online appointment or for more information, visit successcenter.eku.edu or email successcenter@eku.edu.

Additional Resources in the Area
- o EKU Student Health Services   859-622-1761
- o EKU Counseling Center   859-622-1303
- o Title IX at EKU   859-622-8020
- o Colonel's Cupboard https://communityservice.eku.edu/Cupboard   859-622-3855
- o Ampersand Sexual Violence Resource Center of the Bluegrass   800-656-4673
- o Hope's Wings Domestic Violence Program   859-623-4095
- o National Suicide Prevention Lifeline   800-273-8255

Mental/Physical Wellness Resources

Eastern Kentucky University is committed to the wellbeing of all students.

Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, **for after-hours assistance contact**:

EKU Counseling Center After Hours Urgent support line:	**(859) 622-1303**
National Suicide Hotline:	**(800) 273-8255 or dial 988**

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	**(859) 622-1761**
EKU Psychology Clinic:	**(859) 622 2356**
EKU Counseling Center:	**(859) 622-1303**
EKU Women's Health Clinic:	**(859) 622-1761**

ANTHROPOLOGY OF FOOD

PROFESSOR X

Department of Language & Cultural Studies, Anthropology, and Sociology
Office: Keith 220
Phone: 859-622-1646 (Office) or 502-482-3862 (Text or call this #)
Email:
Office Hours: Tuesday 1:30-2:30 or Thursday 10-11 or call anytime Tuesday-Friday 9 am–4 pm

To access EKU's Policies on accessibility, accommodation, academic integrity, discrimination and harassment, and student rights under Title IX please visit: https://academicaffairs.eku.edu/syllabi
Policies: Please refer to this link for the official EKU Statements on Accessibility Accommodation, Academic Integrity, and Discrimination & Harassment: https://academicaffairs.eku.edu/syllabi.

## CATALOGUE COURSE DESCRIPTION

3 credit hours. Examines food's role and impact on humankind through archaeological, biological, cultural, and linguistic anthropological perspectives. Includes issues related to environmental sustainability, sociality, and food's intersection with gender, race, ethnicity, class, and Indigeneity.

LEARNING OUTCOMES

As a participant in this course, you will be able to:

1. Develop and demonstrate your personal, critical cross-cultural awareness and understanding of the role of food and culture in your own life and others' lives.
2. Demonstrate knowledge of the field of cultural anthropology and its approach to the study of food and its relationship to culture, nutrition, identity, and political, economic, ecological and social systems.
3. Create presentations that define and analyze concepts from the anthropology of food.
4. Apply research skills from cultural anthropology, including ethnographic observation, interviewing, and funning focus groups.

REQUIRED BOOKS
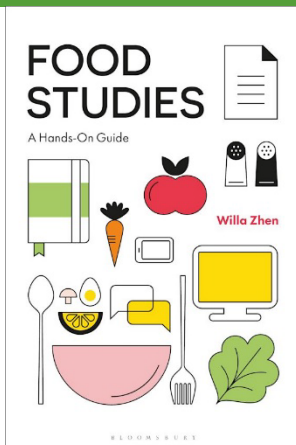
Willa Zhen. Food Studies: A Hands-On Guide. Bloomsbury

ASSIGNMENTS

Attendance   20% (200 points)
Participation   10% (100 points)
Topic Leadership   10% (100 points)
Exam   15% (150 points)
Group Project   45% (450 points)
Total   100%

Your course grade will be determined by the percentage of points you earn out of the total number of points possible.

A   90-100%   B   80-89%   C   70-79%   D   60-69%   F   0-59%
A   900-1000:   B   800-899:   C   700-799   D   600-699   F   Below 600 pts

TOPIC LEADERSHIP

Students will work in teams to identify a topic in the anthropology of food that they want to learn more about. In collaboration with their professor, they will identify an appropriate reading for the class and design a presentation and activity based on the reading and topic. Each team of students will assign their reading and give their presentation on their designated weeks (Weeks 7, 8, 10, 11 and 12).

Topic Leadership Suggestions

CLASS RESEARCH PROJECT

Students will work in groups throughout the entire semester on a class-wide ethnographic study. The purpose of the class research project is to practice research methods in food studies and to contribute to the EKU Food Studies Lab ongoing study of student food experiences on campus.

Class Research Project Details Here

Group Project Assignments

- Group Proposal Presentation   5% (50 points)
- Group Progress Report Presentation   5% (50 points)
- Final Group Presentation   18% (180 points)
- Final Group Report   15% (150 points)
- Peer Evaluation and Contribution Statement   1%
- CITI Training (required to do research)   1%

PARTICIPATION

Participation grades will be based on completion of your Activities and your contribution to class discussion. Activities are assigned on a weekly basis based on the reading in the course schedule. Additional activities will be determined by your classmates. Your contribution to discussion will be self-evaluated throughout the semester. Your final participation grade will be calculated based on the number of activities you completed and your self-evaluation grade.

ATTENDANCE

Students are expected to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. Therefore, attendance is mandatory.

Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences are subject to failing the course. Students may not exceed 4 unexcused absences for the semester.

For the purposes of this course, "excused absences" include verifiable medical or family emergencies, University approved activities (accompanied by a University excuse), illness (yours or a family member's), and other absences as outlined in the University's "Student Absence from Class" policy. Students should be prepared to document the reasons for the absence. Students whose absences are not excused will not normally be allowed to make up tests, quizzes, and/or assignments. Students who anticipate having a high number of excused absences should contact their instructor as soon as the situation arises so that they can make arrangements for how to handle missed class time.

Late arrival or early departures from class that are unexcused will be considered in the tabulation of absences as well.

Religious observance warrants a legitimately excused absence and accommodation. Look carefully at the syllabus during the first week of class. If any of the class meetings or assignments conflict with a major religious holiday, please discuss options with your professor.

Emergencies: We know that emergencies can happen to all of us. If you become sick or have an emergency, please get in touch with me as soon as possible so that I know what is going on and we can make sure you stay on track. Your well-being matters to me, and EKU offers a number of resources that can help you. Check the end of this Syllabus for a list of important resources.

LATE POLICY

Assignments can be turned in late during the two weeks after they are due with a late penalty. After two weeks, the assignment will not be accepted and a 0 will be assigned. If an assignment is turned in after the due date, it will receive a scaled reduction in one letter grade. For example, a Course Preparation Assignment that is turned in after the due date will receive an automatic 40/50 points. If it is turned in a week later, it will receive an automatic 35/50. After two weeks, the assignment will receive 25/50 points.

EXTRA CREDIT

You can earn 10 extra credit points (for a maximum of 30 points) by attending presentations and sessions on topics related to cultural anthropology. I will post notices when there are interesting events such as the Chautauqua Lectures. Events must be approved Please contact me for prior approval of an event if you would like to count for extra credit.

Week & Topic	Date	Readings
		Introduction
Week 1 **Introduction to Food Studies**	Aug 15 & 17	**Tuesday**: ☐ No Reading ☐ Prepare Activity I.2 (p. 8) for introductions ☐ In class complete Activity 4.4 **Thursday**: ☐ Zhen *Food Studies* Chapter 1: "From Foodie to Food Studies," p. 11-33. ☐ Activity 1.1 Food & Poetry, p. 26 (bring poem to class)
Week 2 **Eating Together**	Aug 22 & 24	**Tuesday**: ☐ Zhen *Food Studies* Chapter 2: "Defining Food: Meals, Morals, and Manners," p. 35-59. ☐ Activity 2.3, 2.4 or 2.5 (your choice). For 2.5 you can also use The Kentucky Housewife collection of recipes **Thursday**: ☐ Watch *Jiro Dreams of Sushi* (1h21) or Watch *For Grace* (1h33)
Week 3 **Food & Identity**	Aug 29 & 31	**Tuesday:** ☐ Zhen *Food Studies* Chapter 3: "Food, Identity, and Culture" ☐ Activity 3.1: Bring in ingredient for Stone Soup ☐ Activity 3.2 or 3.4 (bring assignment to class) **Thursday:** ☐ Watch *High on the Hog* (59 mins) ☐ In class, complete Activity 3.7 Food Privilege Checklist ☐ Complete CITI training. Follow these instructions: https://sponsoredprograms.eku.edu/citi-training-instructions (complete Biomedical or Social/Behavioral Research option)
Week 4 **Food Production & Consumption**	Sept 5 & 7	**Tuesday**: ☐ Zhen *Food Studies* Chapter 4: "From Producers to Consumers," p. 87-118. ☐ Activity 4.8 Track your food waste for a day (p. 115) bring to class **Thursday**: ☐ Create Groups during class ☐ Research Methods in Food Studies Workshop: Focus Groups ☐ Class Research Project Detail
Week 5 **Food & Technology**	Sept 11 & 13	**Tuesday**: ☐ Zhen *Food Studies* Chapter 5: "Food and Technology," p. 119-151. ☐ Activity 5.4: How many of your foods are cooked? (p. 133) or 5.6 Supermarket sweep ☐ In class complete Activity 5.9 MyPlate **Thursday**: ☐ In class, complete Activity 5.7 You can pickle it ☐ Watch Salt Fat Acid Heat or Cooked or Wasted or Food, Inc.
Week 6 **Food & Globalization** **Week 6**	Sept 19 & 21	**Tuesday**: ☐ Zhen *Food Studies* Ch. 6: "Globalization and Food: Here, There, Everywhere, and Nowhere?" p. 153-179. ☐ Activity 6.1 Calculating a living wage (bring your calculation to class) ☐ In class complete Activity 6.5 Seed bombs **Thursday**: ☐ Group Project Proposal Presentations (10 mins) ☐ Review for Exam

Week 7 Exam	Sept 26 & 28	**Tuesday**: ☐ Exam – in-person, during class **Thursday**: ☐ Build the Syllabus Workshop – Students choose topics and presentation dates
Week 8	Oct 3 & 5 Midterm Grades	**Tuesday** ☐ Student Choice #1 **Thursday** ☐ Activity or Documentary: Ideas for Topics Here
Week 9	Oct 10 & 12	**Tuesday**: ☐ Fall Break, No Class **Thursday**: ☐ Group Project Meetings – you are required to meet as group during class time or another scheduled time (virtual or in-person).
Week 10	Oct 17 & 19	**Tuesday** ☐ Student Choice #2 **Thursday**: ☐ Group Progress Report Presentations (10 mins) ☐ Short Activity or Documentary
Week 11	Oct 24 & 26	**Tuesday**: ☐ Student Choice #3 **Thursday**: ☐ Activity or Documentary
Week 12	Oct 31 & Nov 2	**Tuesday**: ☐ Student Choice #4 **Thursday**: ☐ Activity or Short Documentary ☐ Group Final Presentations Workshop
Week 13	Nov 7 & 9	**Tuesday**: ☐ Group Final Presentations **Thursday**: ☐ Group Final Presentations
Week 14	Nov 15 & 16	**Tuesday**: ☐ Workshop: Writing a Report for Stakeholders ☐ Noel Studio Workshop TBD **Thursday**: ☐ Group Report Writing in person (supervised @ Noel Studio) ☐ No class – Dr. X at AAA meetings
Week 15 Thanksgiving	Nov 21	**Tuesday**: ☐ Group Report Writing – Virtual or in-person option **Thursday** ☐ Thanksgiving
Week 16 Finals Week	Nov 27-30	☐ **Group Reports due Tuesday** ☐ **Group Evaluation and Contribution Statement due Wednesday**
	Dec. 4	Final grades due

HOW DO I USE THE LIBRARY?

EKU Libraries is a hub for free resources (both print and electronic) that students will need to be successful in their courses and at EKU. Our services and collections are fully accessible for both on-campus and distance/online students. EKU Libraries offers places for individual and group study as well as professional research guidance, virtual or in person, from one of many qualified and friendly EKU librarians.

Tight on time or taking classes online or at a distance? A library staff member can pull an item from our shelves and put it on hold for pick up at our Main Desk, and we can also mail items to off-campus students.

Research help is also available in a variety of ways. We offer walk-up help, or visit our Ask Us page to search our Frequently Asked Questions (FAQ) section, chat with a live librarian, or schedule a research appointment either in person or via Zoom.

WHAT IF I NEED HELP WITH STUDYING, READING, OR WRITING?

The Student Success Center, located on the ground floor of the library, provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 150 courses, as well as other services including mentoring, workshops, study space, computer use, and with any questions related to your college experience. Drop-in visits are welcome, and no appointment is necessary.

Visit www.successcenter.eku.edu or email successcenter@eku.edu for more information.

EKU's Noel Studio for Academic Creativity is a free resource offering writing, communication, and research support for undergraduate and graduate students from any major or class. At the Noel Studio, trained consultants can help you with essays, presentations, research posters, visual aids, multimodal products, and more through peer-to-peer meetings called consultations, which are available both in-person (on the EKU Richmond campus) and online (via Zoom). Students can ask for help at any stage of the communication process—from brainstorming to final revision, and every point in between!

You can learn more about consultations at https://studio.eku.edu/about-consultations; schedule your own consultations by following the directions at https://studio.eku.edu/schedule-appointment. Have questions or need help scheduling? Stop by the Noel Studio (located in the Crabbe Main Library), call the Noel Studio at (859) 622-7330, or use the chat box at studio.eku.edu!

MENTAL AND PHYSICAL WELLNESS RESOURCES

Eastern Kentucky University is committed to the wellbeing of all students. Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:

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EKU Psychology Clinic:	(859) 622 2356
EKU Counseling Center:	(859) 622-1303
EKU Women's Health Clinic:	(859) 622-1761
Title IX at EKU	(859)-622-8020
Colonel's Cupboard (food pantry)	(859)-622-3855
Ampersand Sexual Violence Resources	800-656-4673
Hope's Wings Domestic Violence Program	(859)-623-4095

SEMESTER SCHEDULE & GRADES

You will be able to know your grades via Blackboard "My Grades" or you may ask me any time. If you think you need to drop the course, please discuss that possible decision with your instructor and bear in mind these deadlines:

- **Aug 20:** The last day to add a course or to drop without receiving a "W" on your transcript.
- **Oct 7:** Midterm Grades are available.
- **Oct 14:** The last day to drop without a withdrawal fee
- **Nov 10:** Last day to withdraw

For additional information, consult the academic calendar on the Colonel's Compass: https://colonelscompass.eku.edu/sites/colonelscompass.eku.edu/files/files/EKU_calendar_2021_2025%201_7_21.pdf

Major Requirements: 33 hours (120 Total hours)

Required Courses:

ANT 120	Introduction to Cultural Anthropology (fulfills General Education Element 5b)
ANT 200	Archaeology and Human Cultures (fulfills General Education Element 5a)
ANT 201	Introduction to Biological Anthropology (fulfills General Education Element 4)
ANT 330	Native American Cultures (fulfills General Education Element 6)
ANT 394W	Anthropology & Wicked Problems
ANT 395	History and Theory of Anthropology

AND at least one course from each of the following three categories (15 hours total):

ARCHAEOLOGY

ANT 321	Historical Archaeology
ANT 341	North American Archaeology
ANT 355	Selected Topics in Archaeology
ANT 357	Archaeology and the Law
ANT 360	Aztecs, Inkas, and Maya (Mesoamerica before Cortez)
ANT 439	Practicum in Archaeology
ANT 470	Field Methods in Archaeology (Archaeological Field School)
ANT 471	Archaeological Materials Analysis

CULTURAL ANTHROPOLOGY

ANT 311	Anthropology of Religion
ANT 344	Applied Anthropology
ANT 345	Language and Culture
ANT 346	Anthropology of Food
ANT 377	Medical Anthropology
ANT 375	Selected Topics in Cultural Anthropology

BIOLOGICAL ANTHROPOLOGY

ANT 306	Human Evolution
ANT 365	Selected Topics in Biological Anthropology
ANT 370	Primate Conservation
ANT 371	Primate Ecology and Sociality
ANT 380	Forensic Anthropology
ANT 385	Human Osteology
ANT 460	BioAnthropology Field Methods (Primate Field School)

LOOK FOR ANTHROPOLOGY CLASSES IN

RICHMOND, DANVILLE, MANCHESTER, SOMERSET, AND CORBIN- AND ONLINE

To join the Society of Student Anthropologists, visit our homepage with EKU Engage.

Want to learn more? Visit the EKU Anthropology Program website:

http://www.anthropology.eku.edu/

INTRODUCTORY BIOLOGY FOR NON-MAJORS
BIO 100 (3 hour credit)
Syllabus and Course Objectives
Spring 2024
Tuesday & Thursday 11:00-11:50a

Instructor: Dr. Ken Blank
E-mail: ken.blank@eku.edu
Office: Science 3229
Office Hours: Monday 12:30-1:30p, Wednesday 1:00p-2:00p: Thursday 1:00-2:00p or by appointment
Office Phone: 859-622-7623
Lecture: Tuesday & Thursday 11:00 – 11:50a in Science Building 3104

Course description: Introductory Biology. The course will deal with introductory principles of biology that are fundamental for an individual's knowledge as it pertains to the interrelationships of organisms in the natural world. Topics include cellular basis of life, metabolism, genetics, biological diversity, reproduction, evolution, ecology and environmental biology. This course may not be used to satisfy area, major, or minor requirements.

Course Philosophy: Biology 100 is for non-science majors and it applies general concepts in Biology towards everyday living. Topics that will be discussed are cloning, evolution, ethics, experimental design, etc.

Required textbooks:
Essentials of Biology 6th Edition
Sylvia S. Mader and Michael Windelspecht
McGraw Hill
Copyright 2021

General Education Goals For Natural Science Courses:
Students will be able to:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal two)
2. Analyze the fundamental natural processes of the world and the interactions of humans and their environment. (GE Goal five)
3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (GE Goal seven)
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal eight)

Student Learning Outcomes:
At the conclusion of this course, successful students will:

1. Demonstrate an understanding of specialized jargon and instrumentation in scientific research. *(comprehension; methods)*
2. Identify appropriate techniques and instruments to evaluate the cellular nature of life, and describe how cells are structured, function and reproduce. *(comprehension; methods)*

3. Describe the various levels of biological organization and demonstrate the ability to integrate that knowledge within the underlying concepts of natural selection, special and general evolution. *(integration)*
4. Explain the need for an underlying system to differentiate and catalogue the vast number of extant and extinct organisms. *(comprehension)*
5. Apply the chromosomal basis of inheritance to problems relating to human inheritance, genetic mutation and manipulation. *(application)*

Attendance:
1. Attendance is **required in lecture.** The policy follows that of the department. A 20% absenteeism **(5 classes)** in lecture will result in automatic failure. **This policy will be strictly enforced.**
2. **Leaving class early** without prior approval from the instructor will be counted as an unexcused absence.
3. Attendance is **mandatory** in every lab session. ***Three unexcused absences will cause you to fail the laboratory and lecture portions of this course.***
4. Attendance will be **recorded in every lecture and in every lab section**. **Do not** switch laboratory sections without permission from the lab instructor.
5. Attendance is **required for all exams.**
6. The instructor must be notified of approved absence prior to the missed exam date in order for a makeup exam to be administered.
7. To make up an exam an approved excuse (see below) is mandatory and must be presented prior to the administration of a makeup exam. **There will be no Lecture final exam makeup.**
8. Homework is due on the assigned date. Late homework will only be accepted with an approved excuse

An approved excuse includes an <u>original health care provider's excuse</u> with signature (copies will not be accepted), <u>death in the immediate family</u> (with documentation), or <u>participation in a university-approved activity</u> (with documentation). **Other excuses will not be accepted.**

Lecture handouts and supplementary materials: Handouts and supplementary materials may be distributed during appropriate lectures. You have sole responsibility for getting these handouts, and absence will not be accepted as an excuse for not having them.

Lecture Policies:

1. **Photo IDs will be required to turn in all lecture exams**. Without a photo ID, you will receive a zero on the exam.
2. **Lap top computers, tablets, or notebooks may be used for class with prior approval. Any use of electronics in class for things other than class related purpose will result in loss of privilege to use electronic in class and may result in the loss of points from the final grade.**

3. **Excessive talking and laughing** is considered disruptive behavior. You will be asked to leave the room if you fail to comply and points will be deducted.

Academic Integrity:

1. Students are advised that EKU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at http://www.academicintegrity.eku.edu/.

2. This statement is applicable to all EKU students in all courses regardless of whether it appears in the class syllabus.

3. Questions regarding the policy may be directed to the Office of Academic Integrity.

4. Cheating and plagiarism will not be tolerated. Cell phones, cameras, and scanning devices are not permitted in the lecture room during exams.

5. If a student is determined to be cheating in any manner on a lecture exam, s/he will be dismissed from the exam and receive a grade of "F" for the exam.

6. If a student is determined to be cheating in any manner in circumstances other than a lecture exam, the instructor will determine the course of action taken in accordance with the sanctions in the Academic Integrity Policy.

Syllabus Disability Accommodation Statement:

The University strives to make all learning experiences as accessible as possible. If you are registered with the EKU Center for Student Accessibility (CSA), please obtain your accommodation letters from the CSA, present them to the course instructor, and discuss the accommodations needed. If you believe you need an accommodation and are not registered with the CSA, please contact the office in 361 Whitlock Building by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

A student with a "disability" may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks, working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

****ALL exams/quizzes taken at the Office of Services for Individuals with Disabilities should be scheduled in advance with that office so that the exam/quiz takes place on the same date and at the same time as the in class exam/quiz. Failure to schedule said exam/quiz on the same date and same time as the in class exam/quiz will result in a score of "0" being recorded.

Center for STEM Excellence Syllabus Statement:
The EKU Center for STEM Excellence offers free academic support for current EKU students in science, technology, engineering, and mathematics courses and programs. At the STEM Center, trained peer leaders and learning assistants provide peer-to-peer academic tutoring for many STEM courses as well as assistance with common EKU platforms including Blackboard, myEKU, and DegreeWorks. Students can visit the New Science

Building (SCIBD Atrium) from 9:00 am – 5:00 pm Monday – Thursday and from 9:00 am – 1:00 pm on Friday for assistance; no appointment needed! Visit our website (https://success.eku.edu/portal/stemcenter) for a full list of current tutoring services, scheduled review sessions, skill-building workshops, and other resources. Anatomy models, chemistry molecular model sets, calculators, and other learning resources are available at the Welcome Window by request. Have questions? Stop by the SCIBD Atrium or email stemcenter@eku.edu for more information.

Inclement Weather:

If EKU goes with a Plan A schedule, the class is canceled for the day. It will be your responsibility to review the class BlackBoard site for any additional assignments or announcements.

Important Dates:

Last Day to Drop:	January 21, 2024
Midterm Grades:	March 4, 2024
Withdraw without fees:	March 11, 2024
Withdraw from University/class:	April 7, 2024

Lecture grading:

Your lecture grade will be based on five 100 point exams; and 20 SmartBook assignments worth 5 points. Additional pop quizzes may be assigned at the instructor's discretion. The final lecture grade will incorporate your able grade.

Total Grades:

Lecture: 5 Exams (100 Points Each) …………………………………….500 (55.6% of Grade)
SmartBook Assignments: 20 (5 points each)..…………………………...100 (11.1% of Grade)
Laboratory: …………………………..………………………………...300 (33.3% of Grade)
                                                                                                                    900

Grade	Pts	Grade	Pts	Grade	Pts	Grade	Pts	Grade	Pts
A	900 – 810	B	809 – 720	C	719 – 630	D	629 – 540	F	<539

- **Make-up exams/quizzes:** Make-up lecture exams will **ONLY** be administered to students who have a documented approved excuse for absence. Instructor must be notified of approved absence prior to the missed exam. Dates and formats of these exams will be at the instructor's discretion. A documented excuse must be presented **prior to** taking a make-up exam. **There will be no Lecture final exam makeup.**

If you are experiencing any difficulty with the course material please contact me immediately. It is of vital importance that you do not wait to express concern. *I truly want this course to be a positive experience and want you to be successful.*

ALL STUDENT MATERIALS WILL BE DESTROYED BY THE INSTRUCTOR SEVEN (7) DAYS FOLLOWING OFFICAL SUBMISSION OF FINAL SCORES TO EKU DIRECT AT THE END OF THE SEMESTER.

TENTATIVE LECTURE OUTLINE
The course outline is subject to change.

Week	Date	Topic	Chapter
1	1/16	Syllabus / GenEd Assessment	
	1/18	Biology: The science of Life	1
2	1/23	Biology: The science of Life & The Organic molecules of life	1 & 3
	1/25	The Organic molecules of life	3
3	1/30	Inside the Cell	4
	2/1	The Dynamic Cell	5
4	**2/6**	****Exam 1****	**1, 3, 4, & 5**
	2/8	Energy for Life	6
5	2/13	Energy for Life / Energy for Cells	6 & 7
	2/15	Energy for Cells / Cellular Reproduction	7 & 8
6	2/20	Cellular Reproduction / Meiosis and Genetic Bases of Sexual Reproduction	8 & 9
	2/22	Meiosis and Genetic Bases of Sexual Reproduction/ Review	9
7	**2/27**	*****Exam 2*****	**6, 7, 8, & 9**

	2/29	Patterns of Inheritance	10
8	3/5	Patterns of Inheritance /DNA Biology	10 & 11
	3/7	DNA Biology/ Biotechnology and Genetics	11 &12
9	3/12	**NO CLASS (Spring Break)**	
	3/14	**NO CLASS (Spring Break)**	
10	3/19	Biotechnology and Genetics	12
	3/21	Darwin and Evolution	14
11	3/26	Darwin and Evolution	14
	3/28	***Exam 3***	**10, 11, 12, & 14**
12	4/2	Evolution on a Small Scale	15
	4/4	Evolution on a Large Scale	16
13	4/9	Evolution on a Large Scale / The Microorganisms: Viruses, Bacteria, and Protists	16 &17
	4/11	The Microorganisms: Viruses, Bacteria, and Protists / Both Water and Land: Animals	17 & 19
14	4/16	Both Water and Land: Animals	19
	4/18	***Exam 4***	**15, 16, 17, & 19**
15	4/23	Ecology of Populations	30

Bio 100. Spring 2024- Tuesday & Thursday 11:00-11:50a

	4/25	Communities and Ecosystems	31
16	4/30	Human Impact on the Biosphere	32
	5/2	Reproduction and Embryonic Development	29
17	**5/9 Thursday 10:30-12:30**	****Final Exam****	**30, 31, 32, & 29**
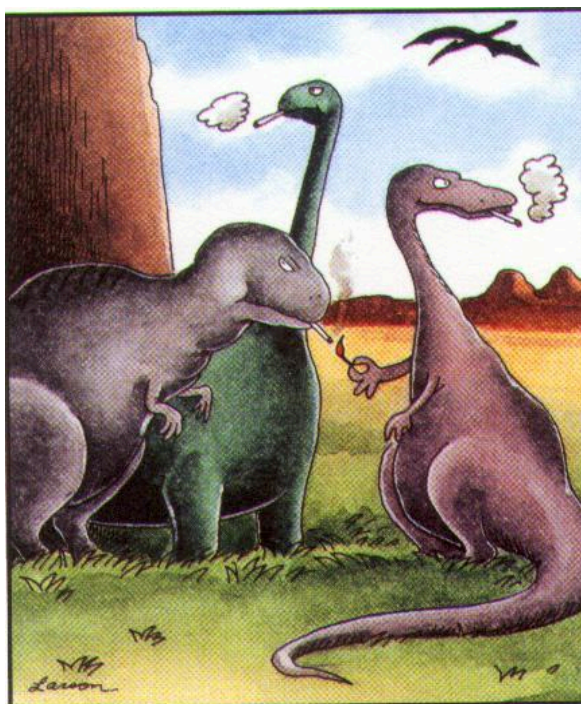
The real reason dinosaurs became extinct

THE EYE! THE EYE!
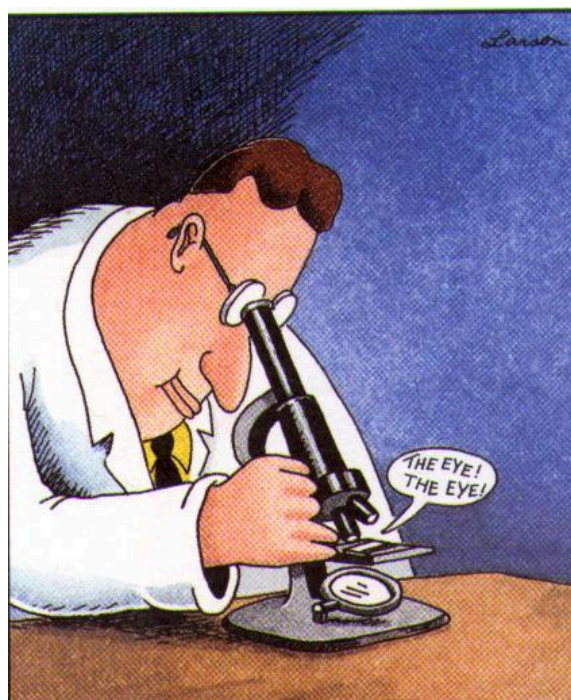
Eastern Kentucky University (EKU)

Syllabus and Course Objectives BIO 101 CRN: 50303

Essentials of Biology 3 Credit Hours

Instructor of Record: Dr. Marcia Pierce, marcia.pierce@eku.edu

Essentials of Biology. Biological principles and applications as relates to life on earth from the molecular to ecosphere scale; current topics in genetics, evolution, ecology, plant and animal diversity, and human biology will be discussed. May not be used to satisfy area, major, or minor requirements. Credit will not be awarded to students with credit in BIO 100 or BIO 102. 2 Lec/2 Lab. Gen. Ed. IVA. [NS].

Who should take this course?

This course is a three-hour general education course with lab designed for a general knowledge of biology for the non-biology major.

REQUIRED INSTRUCTIONAL MATERIALS

Biology Today & Tomorrow without Physiology 6th Cengage Learning
 Cecie Starr, Christine A Evers, Lisa Starr
 ISBN-13: 978-0-357-12755-1

How to access the e-text and assignments. When you register, make sure that you use your University Campus (UC) email address. Do not register more than once.

 Register for Cengage[2]

Labster Access
- Labster: Virtual reality labs designed to teach specific topics and ideas; access required the first week of class. Registration details are in the course. **When you register, make sure that you use your University Campus (UC) email address. Do not register more than once.**

Blackboard
- Blackboard support[3]
- Blackboard log-on[4]

Required Computer Resources
Since this is a 100% online course, students are expected to have a reliable internet connection and a computer with a fast enough processor to use Blackboard. All students are expected to use Microsoft Office 2010 or later to access and complete all assignments. Proficiency in Microsoft Excel is desired. Mozilla Firefox is the recommended browser to access Blackboard. Also, please ensure your computer can receive cookies and has the latest Java platform installed. **The course instructor will not reset assignments or give make-up assignments due to Internet failures.**

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[1] https://catalogs.eku.edu/

[2] https://www.cengage.com/student-training/mindtap/blackboard/ia-no

[3] http://it.eku.edu/support/blackboard

[4] http://www.learn.eku.edu

GENERAL EDUCATION GOALS FOR NATURAL SCIENCE COURSES

Students will be able to:
1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal two)
2. Analyze the fundamental natural processes of the world and the interactions of human and their environment. (GE Goal five)
3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (GE Goal seven)
4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal eight)

COURSE SPECIFIC STUDENT LEARNING OUTCOMES
Upon completing this course, students will be able to:

1. Synthesize a basic experiment that applies the scientific method to a research question. (GE Goal 2: use , GE Goal 5: analyze, GE Goal 7: distinguish, and GE Goal 8: integrate)

2. Explain biological evolution and the role that environment, mutation, genetic inheritance and genetic expression have in natural populations. (GE Goal 2: use, GE Goal 5: analyze, and GE Goal 7: distinguish)

3. Synthesize a basic experiment that applies the scientific method to a research question. (Use, analyze, distinguish, and integrate)

4. Explain biological evolution and the role that environment, mutation, genetic inheritance and genetic expression have in natural populations. (use, analyze, and distinguish)

5. Evaluate the effects of non-sustainable practices and uncontrolled population growth on the interrelatedness of ecosystems. (use, analyze, and integrate)

GRADING AND PARTICIPATION

Course Requirements and Evaluation Methods

Students will complete 8 content modules, each consisting of one quiz (15 pts), one lab journal assignment (lab 5 pts, journal 15 pts), and homework assignments (15 pts). In addition, there will be an introductory/start here module (70 pts). There will also be a weekly essay and discussion in Modules 1-8 (20pts each module). A midterm exam will be given (50 pts) and a final general education assessment at the end of the course (20 pts). The total points possible for the course will be 700.

Assignment	Pts	Total Pts
Introductory module (with baseline assessment)	70	70
Module 1-8 quizzes	15	120
Module 1-8 homework assignments	15	120
Module 1-8 laboratory (Labster quiz 5, journal 15)	20	160
Weekly discussions (Modules 1-8)	20	160
Midterm exam	50	50
General education final exam	20	20
Total points for course		700

Grading and Participation

Online discussions, labs, homework, and quizzes will be due on or before the times designated in the tentative schedule. Participation in each discussion forum is mandatory. Failure to do so will result in no discussion credit for that module. All assignments have associated rubrics used for grading purposes – please see the rubrics posted in the introductory module and alongside these assignments. All grades will post to Blackboard. You may also use the table on this page to monitor your progress. All weekly assignments, discussion boards, quizzes, and homework will be graded by the end of the next assigned module week.

Homework Assignments:

Assignments will be given by the instructor that require reading and answering questions about the textbook chapters and the case studies selected by the instructor. Each module contains a set of homework assignments worth 15 pts total.

Quizzes:

Each module contains either a single quiz or set of quizzes worth a total of 15 points. The questions will be multiple choice, true/false, or matching, and will automatically be graded. Answers may be viewed only after the due date.

Weekly discussion:

For each module 1-8 you will be provided with a discussion topic. You will write an essay about the given topic and then respond to, at least, two other group member's essays using the provided guidelines and prompts. Your essay and responses to group member's essays will be worth a total of 20 points per module (Modules 1-8). Please note that response posts are mandatory. See rubrics in Blackboard for more information on grading.

Exams:

There will be a baseline knowledge assessment (20 pts), midterm exam worth 50 points, as well as a final general education exam (20 pts). These will consist of multiple choice, true/false, matching, short answer, or essay questions.

Make-up Policy:

Make-ups will only be offered if documentable extraordinary circumstances exist. **In the event of extraordinary circumstances notification must be provided to instructor(s) prior to submission deadline.**

First Day drop:

You must submit, at least, one Introductory or Module 1 assignment during our first week of class or email your instructor during week 1. Failure to do so will be used as justification that the online student is "not attending"; and lacking appropriate communication with the instructor and that student will be faculty-dropped during the 1st week of the term

Final Grade:

Grades are based on the following point system:

Ltr	Percent	Ltr	Percent	Ltr	Percent	Ltr	Percent	Ltr	Percent
A	90 - 100	B	80-89.9	C	70-79.9	D	60-69.9	F	< 60

Learning Resources:

1. Online [tutoring assistance](#)[5] is available in biology. Common Knowledge is available via Skype.
2. Smarthinking Tutoring is free online tutoring available to every eCampus student. Look for the direct link in the course.
3. The EKU [Noel Studio](#)[6] for Academic Creativity provides assistance with brainstorming, drafting, revising, editing, writing, and research.
4. EKU provides [computer laboratories](#)[7] for student use if you are within commuting distance of the main or a satellite campus. The Student Services Building computer lab and Student Technology Lab in the Crabbe Library are open extended hours throughout the year. All labs are staffed with trained personnel.
5. Your own individual learning style is important to consider when formulating a study plan. Please consider your own [learning preferences](#)[8] and [tips to succeed](#)[9].

Cancellation statement:

If classes are cancelled for any reason, you are expected to check for emails from your instructor and check the class Blackboard site online for announcements about required alternative assignments and schedule updates.

Instructor Availability During the Course:

If you have an urgent subject that you need to discuss with your instructor, then you should send an email to the instructor and in this case, do not forget to fill in the course name withinthe subject line. You can expect a response within 48hrs unless it is a weekend. Questions may also be posted in the Virtual Office; students are encouraged to help each other in this forum, and the instructor will monitor every three days, at most.

Academic Integrity, Accessibility, Accommodation,…

Be sure to follow this link, [https://academicaffairs.eku.edu/syllabi,](https://academicaffairs.eku.edu/syllabi) which contains the current standardized statements regarding accessibility, accommodation, academic integrity, discrimination and harassment, as well as student rights under Title IX.

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[5] https://ekuonline.eku.edu/academic-support

[6] https://studio.eku.edu/

[7] https://it.eku.edu/computerlabs

[8] https://www.webtools.ncsu.edu/learningstyles/

[9] https://www.jeffreybennett.com/pdf/How_to_Succeed_general.pdf

Important Dates:

No. Weeks of TERM.	8
Term Start Date	06/20/23
Term End Date	08/11/23
Last day to ADD or DROP a class. *Last day for 100% refund. Last day to change from P/F or Audit to GRADE.*	06/23/23
Mid-Term Date:*Mid-Term Grades Submission Deadline is 11:59 pm.*	07/18/23
*Last Day to WITHDRAW from class without a fee.	07/22/23
**Last Day to WITHDRAW from class. Withdrawal fee applies.	07/31/23
Last day for 75% refund	06/27/23
Last day for 50% refund	06/30/23
Last day for 25% refund	07/03/23
Last Day to Change from Grade to AUDIT or P/F.	06/29/23

*Last day to withdraw without incurring a withdraw fee. Students should withdraw through EKUDirect.

**Last day to withdraw from a course. A $50.00 per credit hour fee will be assessed (e.g. $150.00 for a 3 credit hour course). Students should withdraw through EKU Direct. Please note that students choosing to withdraw from the University (all courses) do not incur this withdrawal fee.

See Colonel's Compass to review add/drop dates.

You are expected to check for emails from your instructor and check the class Blackboard site online for announcements daily.

BIO 101 Schedule Summer B 2023 – June 20 – Aug 11
(Certain assignments have earlier due dates)

Day 1: Introductory/Start here Module

Student Learning Outcomes:

1. Identify course requirements.
2. Confirm access to Blackboard, e-text or hard copy of text, and labs in Labster
3. Produce an introduction to fellow classmates.
4. Investigate lab safety protocols.

Assignments

- Virtual safety lab
- Email to instructor
- Syllabus Quiz
- Lab Journal
- Introduction in Discussion Board (First post due Wednesday of Week 1)
- Baseline knowledge assessment

Introduction Module assignments are due June 25 at 11:59 p.m. ET.
(Some assignments have earlier due dates)

Module 1: Invitation to Biology

Student Learning Outcomes:

1. Recognize core concepts in the study of biology.
2. Distinguish between the levels of biological organization.
3. Compare and contrast the characteristics of living organisms.
4. Design a scientific experiment using the scientific method.

Assignments

- Textbook: Read Ch. 1.
- Virtual experimental design lab
- Homework Assignment #1 (includes textbook reading)
- Module #1 Quiz
- Lab journal
- Discussion board (Initial Discussion Board (Essay) should be posted by Wednesday of Week 1)

Module 1 assignments are due June 25 at 11:59 p.m. ET.
(Some assignments have earlier due dates)

Module 2: Cells; Energy and Metabolism

Student Learning Outcomes:

1. Identify the four tenets of cell theory.
2. Recognize the structure and function of each cellular organelle.
3. Distinguish between prokaryotic and eukaryotic cells.
4. List the collective properties of a living system.
5. Differentiate how cells store and retrieve energy in organic macromolecules.

6. Identify mechanism that regulate metabolic pathways.
7. Distinguish between the different types of cellular transport.
8. Interpret macromolecular assays to critique dietary selections.

Assignments
- Textbook: Read Ch. 3. and Ch. 4
- Virtual introduction to food macromolecules lab
- Homework Assignment(s) #2 (includes textbook reading)
- Module #2 Quizzes
- Lab Journal
- Discussion board (Initial Discussion Board (Essay) should be posted by Wednesday of Week 2)

Module 2 assignments are due July 2 at 11:59 p.m. ET.
(Some assignments have earlier due dates)

Module 3: DNA Structure and Function; Gene Expression and Control; How Cells Reproduce

Student Learning Outcomes:
1. Evaluate the scientific evidence for DNA as the hereditary material.
2. Analyze a karyotype to distinguish gender and the number and types of chromosomes.
3. Evaluate the significance of complementarity for DNA structure and function.
4. Contrast semiconservative DNA replication in cells with DNA replication in forensic labs.
5. Identify cellular repair methods for DNA mutations.
6. Organize the flow of information during gene expression.
7. Contrast the processes of transcription and translation.
8. Summarize events in each phase of the eukaryotic cell cycle.
9. Contrast cell division in plant and animal cells.
10. Recognize the relationships between genes and cancer.
11. Contrast asexual and sexual reproduction.
12. Identify the distinct features of meiosis that increase genetic diversity.
13. Investigate aneuploidies by analyzing the karyotype of an in vitro embryo.

Assignments
- Textbook: Read Ch. 7; Ch. 8 sections 8.1-8.5; and Ch. 9.
- Virtual meiosis lab
- Homework Assignment(s) #3 (includes textbook reading)
- Module #3 Quizzes
- Lab Journal
- Discussion board (Initial Discussion Board (Essay) should be posted by Wednesday of Week 3)

Module 3 assignments are due July 9 at 11:59 p.m. ET.
(Some assignments have earlier due dates)

Module 4: Patterns of Inheritance; Biotechnology

Student Learning Outcomes:
1. Apply Mendel's laws to solve and interpret monohybrid and dihybrid genetic crosses.
2. Identify the significance of the genetic code for protein synthesis.
3. Recognize examples of non-Mendelian inheritance.
4. Analyze a human pedigree for genetic traits.

5. Identify the significance of single-nucleotide polymorphisms (SNPs) in the diversity of human traits.
6. Recognize methods used to manipulate DNA in research laboratories.
7. Construct and analyze a human pedigree for inheritance of a non-Mendelian trait.

Assignments
- Textbook: Ch. 10 and Ch. 11
- Virtual Mendelian inheritance lab
- Homework Assignment(s) #4 (includes textbook reading)
- Module #4 Quizzes
- Midterm Exam
- Lab Journal
- Discussion board (Initial Discussion Board (Essay) should be posted by Wednesday of Week 4)

Module 4 assignments are due July 16 at 11:59 p.m. ET.
(Some assignments have earlier due dates)

Module 5: Evidence of Evolution; Process of Evolution

Student Learning Outcomes:
1. Summarize the contributions of Lamarck, Darwin, and Wallace to the evolution of organisms.
2. Identify the supporting evidence for the theory of evolution.
3. Interpret the observations and inferences made by the theory of evolution by natural selection.
4. Contrast the three patterns of natural selection that occur in microevolution.
5. Recognize nonselective evolutionary mechanisms that change allele frequency by chance.
6. Contrast the types of reproductive isolation that can lead to speciation.
7. Distinguish between microevolution and macroevolution.
8. Summarize what information can be learned from a cladogram.
9. Construct and interpret a phylogenetic tree for an unknown organism.

Assignments
- Textbook: Read Ch. 12 and 13.
- Virtual evolution lab
- Homework Assignment(s) #5 (includes textbook reading)
- Module #5 Quizzes
- Lab Journal
- Discussion board (Initial Discussion Board (Essay) should be posted by Wednesday of Week 5)

Module 5 assignments are due July 23 at 11:59 p.m. ET.
(Some assignments have earlier due dates)

Module 6: Early Life Forms and Viruses

Student Learning Outcomes:
1. Summarize how chemical and biological evolution contributed to the formation of the first cells.
2. Distinguish between the two prokaryotic domains.
3. Identify the significance of the human microbiome.
4. Use the endosymbiont hypothesis to explain the origin of eukaryotic cells.
5. Differentiate the ecological roles of single-celled, colonial, and multicellular protists.
6. Relate viral structure to the viral replication cycle in plants and animals.

7. Summarize how new combinations of viral genes can arise.
8. Investigate a foodborne illness to culture and isolate an antibiotic resistant pathogen.

Assignments

- Textbook: Read Ch. 14.
- Virtual bacterial isolation lab
- Homework Assignment(s) #6 (includes textbook reading)
- Module #6 Quiz
- Lab Journal
- Discussion board (Initial Discussion Board (Essay) should be posted by Wednesday of Week 6)

**Module 6 assignments are due July 30 at 11:59 p.m. ET.
(Some assignments have earlier due dates)**

Module 7: Animal Evolution; Population Ecology

Student Learning Outcomes:

1. Use the colonial hypothesis to explain the origin of animal cells.
2. List the traits that all animals share.
3. Contrast the evolutionary features and traits of invertebrates versus vertebrate chordates.
4. Summarize the potential for invertebrate compounds to be used as medicinal drugs.
5. Identify traits responsible for the evolution of fish and amphibians.
6. List the traits that allowed amniotes to adapt to land.
7. Contrast ectotherms and endotherms.
8. List the traits that allowed the adaptation of birds to flight.
9. Summarize traits that define the three mammalian lineages.
10. List the traits that characterize primates.
11. Summarize the evolution of Homo sapiens from hominins and other anthropoids.
12. Provide examples of quantifiable population characteristics.
13. Contrast population growth curves with survivorship curves.
14. Identify factors that allowed rapid human population growth in the last 200 years.
15. Investigate embryonic stages to identify the cause of a developmental abnormality.

Assignments

- Textbook: Read Ch. 16 and Ch. 17.
- Virtual embryology lab
- Homework Assignment(s) #7
- Module #7 Quizzes
- Lab Journal
- Discussion board (Initial Discussion Board (Essay) should be posted by Wednesday of Week 7)

**Module 7 assignments are due Aug 6 at 11:59 p.m. ET.
(Some assignments have earlier due dates)**

Module 8: Communities and Ecosystems; The Biosphere and Human Effects

Student Learning Outcomes:

1. Identify factors that influence community structure.
2. Summarize factors that affect species diversity in a biological community.

3. Contrast direct species interactions in a biological community.
4. Distinguish between primary and secondary succession.
5. Summarize how organisms interact with the environment in an ecosystem.
6. Differentiate the major biogeochemical cycles and the effect on climate.
7. Relate climate to the distribution of biomes.
8. Contrast the different ecosystems of the biosphere.
9. Examine the negative effects of human activities on ecosystems.
10. Identify the mechanisms that drive the maintenance of biodiversity.
11. Assess biodiversity on a fictional exoplanet.

Assignments

- Textbook: Read Ch. 18 and 19.
- Virtual biodiversity lab
- Homework Assignment(s) #8 (includes textbook reading)
- Module #8 Quizzes
- Lab Journal
- Final Gen. Ed. Exam
- Discussion board (Initial Discussion Board (Essay) should be posted by Wednesday of Week 8)

**Module 8 assignments are due FRIDAY, Aug 11 at 11:59 p.m. ET.
(Some assignments have earlier due dates)**

BIO 319 - GENERAL ZOOLOGY
CRN 20642
COURSE SYLLABUS
Dr. Stephen Sumithran
Office – Science Building 4224
Email: stephen.sumithran@eku.edu
Office Hours – by appointment.

COURSE DESCRIPTION: General Zoology, BIO319, 4 credit hours, examines the morphology, physiology, comparative anatomy, development, life history, evolution, and diversity of animals. Two lectures and three hours of laboratory per week.

COVID MASKING STATEMENT:

Students enrolled in this course are required to follow all university policies, including the Student Code of Conduct and policies related to public health and Healthy On Campus initiatives. These initiatives include properly wearing a face covering at all times while in indoor spaces, maintaining distancing, cooperating with efforts to sanitize classroom areas, and other procedures set forth at the EKU website dedicated to COVID-19.

Texts: Lecture – 1) Hickman, et al., 2021. Animal Diversity. 9th Edition. McGraw-Hill – *Smart Book and Connect*
2) Shubin, N. 2006. Your Inner Fish: A journey into the 3.5-billion-year history of the human body. Pantheon Books, New York, NY. (ebook available in Blackboard)

Lab - Hickman, et al. 2021. Laboratory Studies in Animal Diversity, 9th Edition. McGraw-Hill

Additional learning resource can be found at https://www.memrise.com/course/313506/bio-319-general-zoology/

Use of Texts:

Both lecture and laboratory texts are a vital part of the course and the reading of assignments is essential to success in the course. Assignments should be read regularly, preferably in advance of class coverage. Up to 80% of examination material may be found in the texts but 20% or more may be non-text material. Therefore, texts, though vital, do not stand alone and **class attendance is essential**. Attendance will be taken daily.

The required supplemental text, Your Inner Fish (YIF), is meant to provide you with a big picture perspective for the course. The entire book should be completed by the first lecture exam. Under the assumption you have read the entire book, specific chapters will be referenced throughout the semester as they relate to the material discussed in class. For each exam, you will be assigned chapters relating to the exam material. You should re-read these chapters more in-depth, closer to the exam day. For the final exam, there will be several questions related the entire book.

To help direct your reading of the text for lecture, I will assign a "Smartbook" assignment using McGraw Hill Connect for each Chapter. These assignments will be graded, and can be used as a vital tool to help you excel in this course.

Major Course Objectives:

1. Develop a general familiarity with all major groups of animals, including specific information about selected representatives of each group.

2. Trace the orderly and gradual development of complexity that has evolved in the animal kingdom by examining the distinguishing features of each animal group and the changes which have occurred as a result of adaptations to environmental pressures. Included will be a discussion of the development of special and unique features of certain animal groups which were not retained by "higher" groups.

3. Develop some of the general principles of zoology as they are encountered in the survey of the animal kingdom.

4. Compare the general morphology and some physiology of the major animal groups, including man.

5. Consider the anatomical relationship of each animal group to man, and the impact of each group upon man (e.g., economic importance).

6. Develop basic skills in dissection techniques and microscope utilization (lab).

Course Outline - See Lecture and Lab Schedules.

IMPORTANT DATES :

Jan 22 – End of Course Add/Drop Period
Mar 11 - Deadline to Withdraw Without a Fee
Apr 7 - Course Withdraw Deadline

Course Requirements:

A. Examinations:
In the lecture portion of the course, there will be ~27 quizzes/Smartbook assignments (Connect and Blackboard), three (3) hourly examinations and a final exam. In the laboratory, there will be three (3) practical examinations and Six (6) quizzes. The schedule for all formal examinations is found on the attached Lecture and Laboratory Schedules.

B. Examination Make-Up:
Make-up examinations will be given only upon presentation of an official absence excuse which meets EKU and Department of Biological Sciences guidelines for excused absences. Make-up or compensation for missed exams will be made at a time and in a manner determined by the instructor. In general, laboratory examinations cannot be made up. Absences <u>must</u> be reported at the earliest possible date, preferably before the absence has occurred.

C. Quizzes / Smartbook Assignments:
Quizzes and Smartbook assignments will be given on **Blackboard** and will be need to be completed by the dates announced in class. Please do not contact me asking for extensions to the deadlines. YOU WILL HAVE ONLY ONE ATTEMPT ON THE QUIZZES.

Method of Evaluation:

A. Point Distribution:

Lecture <u>Exams, Quizzes</u> and <u>Assignments</u>	Points
Quizzes (10 at 10pts each)	100
LearnSmart Assignments (~17 at 5pts each)	85
Exam I	100
Exam II	100
Exam III	100
Exam IV	100
LECTURE TOTAL	**585**

<u>Laboratory</u> <u>Exams</u>	
Exam I	100
Exam II	100
Exam III	100
Quizzes - six - 20 pts each (Lowest will be dropped)	100
	_____
LAB TOTAL	**400**

FINAL GRADE COMPUTATION:

Lecture and Lab points will be added together at the end of the semester and your Final Grade will be computed for the course.

B. Grading:
A = 90-100
B = 80- 89.5
C = 70-79.5
D = 60-69.5
F = 59 and below

Notification of Mid-Term Grade:

The student will be notified of the course grade earned by mid-term by making the following calculations: the average percentage of the scores received on the first two lecture examinations plus the first laboratory practical exam (total of 300 possible points) should be equated to the letter grade distribution given above. Quizzes will not be factored into mid-term grades.

Plagiarism:

As defined in the University Handbook for Students, "cheating, plagiarism, or other forms of academic dishonesty including the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff" will not be tolerated. Evidence of such infraction will necessitate appropriate

disciplinary action. Details of EKU's Academic Integrity Policy can be found at
http://www.academicintegrity.eku.edu

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at the policy website. Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's Policy Website.

Course Difficulty:

BIO 319 is a thorough beginning science course designed for majors in the biological sciences. However, good students in related majors may take it as a general laboratory science requirement. The average student rates BIO 319 as moderately difficult, primarily due to the amount of material covered. Much material, especially terminology, must be memorized, so some students equate it to a foreign language course. Very few students have problems with understanding the material. The successful student will be the one that studies the material in a systematic manner and on a regular schedule. Students experiencing difficulty with the class should immediately consult the instructor.

Disability Statement:

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA), should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations need with your instructor(s). Students, who need an accommodation for a documented medical, mental health, or learning difference, may register online at accessibility.eku.edu/applying-services, or if you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Equity and Inclusion, (859) 622-8020

Discrimination and Harassment, Title IX, and Prevention Statement:

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu/.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to http://titleix.eku.edu/resources for resources. The Policy on Discrimination and Harassment is available here.

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
Jones 416
Lindsey.Carter@eku.edu
859-622-8020

BIO 332
Careers in Biomedical Sciences
Spring 2024
CRN 21114

Instructor	Dr. Bill Staddon
	bill.staddon@eku.edu
	Office – Science Building, Room 5230.
	Lab – Science Building, Room 5202A
	859-622-8226
	Office Hours - By appointment

Course Description

BIO 332 Careers in Biomedical Sciences**.** (1 credit hour). This course will enable students considering careers in the biomedical sciences to explore the diverse range of options within the field. Further, they will acquire the skills and dispositions necessary to successfully pursue these careers. These will include interview skills, an appreciation of biomedical ethics and the necessary competencies to write resumes, personal statement/essays and journals. This course requires experiential learning through an internship/shadowing experience.

332 Student Learning Outcomes

- Students will demonstrate skills necessary to read and analyze scientific papers.
- Students research topics pertinent to their future career choices.
- Student will explore various biomedical graduate programs, professional programs, and careers and evaluate which best meets their career goals.
- Students will evaluate ethical issues in the biomedical field.
- Students will develop an understanding of cultural competency and empathy

Calendar

- Available on Blackboard

Grades

Activity	Points
Cultural Competency Assignment	50
CV, Resume and Cover Letter Assignment - Draft	10
CV, Resume and Cover Letter Assignment – Final	50
Narratives	10
Career Presentation	25
Personal Statement - Draft	10
Personal Statement - Final	50
Interview Completion	25
Application	50
Other	50
Careers Assessment Pre	10
Careers Assessment Post	10
Total	350

A= 90-100%   B=80-89%   C= 70-79%   D= 60-69%   F= <60%

Noel Studio	The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral or multi-modal communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit https://studio.eku.edu or call 622-73
BIOS Peer Mentoring Center	The Department of Biological Sciences has Peer Mentoring Center located in Science 3215. FREE tutoring for all courses offered by the department. The Center is staffed Monday-Thursday 8.00am to 8.00pm, and Friday from 8.00am to Noon. A number of study aids and trained tutors are available at the Center. You may also schedule group study/review sessions in the Center. http://biology.eku.edu/student-resources
Class Cancellations	If classes are cancelled, information will be sent out via email.
Email	Students are responsible for all information and materials sent via EKU email.
Student Success Center	The Student Success Center, located on the ground floor of the library, provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 150 courses, as well as other services including mentoring, workshops, study space, computer use, and with any questions related to your college experience. Drop-in visits are welcome, and no appointment is necessary. Visit www.successcenter.eku.edu or email successcenter@eku.edu for more information.
Last Day to Drop	April 7, 2024
Center for STEM Excellence	The EKU Center for STEM Excellence offers free academic support for current EKU students in science, technology, engineering, and mathematics courses and programs. At the STEM Center, trained peer leaders and learning assistants provide peer-to-peer academic tutoring for many STEM courses as well as assistance with common EKU platforms including Blackboard, myEKU, and DegreeWorks. Students can visit the New Science Building (SCIBD Atrium) from 9:00 am – 5:00 pm Monday – Thursday and from 9:00 am – 1:00 pm on Friday for assistance; no appointment

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Mental/ Physical Wellness Resources

Eastern Kentucky University is committed to the wellbeing of all students.

Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:

EKU Counseling Center After Hours Urgent support line:	(859) 622-1303
National Suicide Hotline:	(800) 273-8255 or dial 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	(859) 622-1761
EKU Psychology Clinic:	(859) 622 2356
EKU Counseling Center:	(859) 622-1303
EKU Women's Health Clinic:	(859) 622-1761

Title IX

Information on Accessibility Accommodation; Academic Integrity; and Discrimination and Harassment, and Student Rights under Title IX can be found at https://academicaffairs.eku.edu/syllabi.

Conservation Biology – 3 Credit Hours – Syllabus – Spr 2024
BIO 532 (CRN 23710) / BIO 732 (23722)

Instructor: Dr. Luke Dodd
Office: SCIBD #3238 or #4227 / Phone: 859-622-2523 / Email: luke.dodd@eku.edu

Class Meetings: Tuesday & Thursday 8-9:15 AM, SCIBD #3208

Office Hours: By appointment, or just come by if my door is open! I have one out-of-state meeting scheduled this semester (see schedule on last page), and otherwise I'll note I'm serving as Interim Chair for BIOS this semester. Thus, while things are going to be quite busy, I'll be on campus Monday thru Friday this semester!

Catalog Description: Examination of principles and practices of conserving global biological diversity. Emphasis on causes, consequences, and rates of extinction, as well as the natural resource planning and policies used to mitigate the loss of biodiversity. Focus will be given to the application of philosophical, biological, sociological, legal, and on-the-ground management principles for the conservation of genes, species and ecosystems. **Prerequisite:** BIO 316 (grade of C or better) or departmental approval.

Required Text: *An Introduction to Conservation Biology, Third Edition*, by Sher.
Published by Oxford University Press; ISBN-13: 978-0197564370 / ISBN-10: 0197564372

Course Materials & Communication: I will use Blackboard to post the syllabus, readings, and course materials this semester. Official EKU e-mail is established for each registered student, as well as faculty and staff. All university communications sent via e-mail will be sent to this EKU email address. Reliable internet access is required for this course.

Student Learning Outcomes: At the end of this course students should have a working knowledge of the following…
- Historical origins, ethics, and distinguishing characteristics of conservation biology.
- Terminology used by conservation biologists and also shared by other fields such as forestry, ecology, economics, genetics, ethics, and wildlife management.
- Definitions, types, patterns, and processes that characterize biodiversity.
- Common methods used to measure biodiversity at different scales.
- Primary threats to biodiversity.
- Common biodiversity valuation terminology and methods.
- An introductory understanding of applied population biology, particularly as it relates to the conservation and management of small populations.
- Common practical approaches for conserving biodiversity.
- Key conservation laws and agreements.
- Conservation implementation at various scales.
- Current major conservation issues in Kentucky and beyond.

Additionally, you will have:
- Improved your communication skills needed in the fields of conservation biology and natural resource management.
- Gained insight into the diverse activities of conservation professionals and how they approach and solve problems.
- Gained an understanding of the careers in conservation biology and related fields.

Student Evaluation & Grading Scale:
Student grades will be comprised of a combination of individual and group assignments. A focus is placed on reading and writing (e.g., weekly writing prompts), as well as participation in weekly discussions / activities.

Point allocations are as follows → → → → → → →

Point Allocations

Item	Pts
Exam 1	100
Exam 2	100
Exam 3	100
Exam 4	100
Misc. Weekly Assignments	70
Final Assignment	30
Pts @ 500 Level	**500**

Grad Assignments Below	
Professional Interview	35
T&E Recovery Synthesis	65
Pts @ 700 Level	**600**

Letter	Percentage
A	> 90%
B	80 to 89.9%
C	70 to 79.9%
D	60 to 69.9%
Failing	< 60%

Withdrawal from the Course: See the Colonel's Compass at https://colonelscompass.eku.edu/ for details regarding drop dates and fees associated with dropping a course.

Student Progress: Students will receive their cumulative grade to date prior the instructor's midterm grade submission. Cumulative grades will also be dispersed midway through the latter half of the semester, so that students will have a clear idea of their course standing before the final exam.

Instructional Methods: Reading assignments from our required text will be given as the course progresses. You are expected to study these before coming to class. Having seen the material once already will help you absorb more during lecture time – this should also cut down on the need to "cram" before an exam. Lecture handouts will be made available to students. I expect students to come to class prepared to ask questions and participate in discussion pertaining to relevant course material. I encourage lots of participation! Feel free to respond to the questions asked in class and be comfortable asking questions of your own. Finally… You must be respectful to individuals in the class. *This is non-negotiable*.

Evaluation Methods: Exams will include a variety of question formats, such as multiple choice, short answer and essay questions, designed to test your understanding of more difficult concepts and your ability to apply what you have learned in class to new situations. Exams (while tentatively scheduled within this syllabus) will also be announced at least one week before they are scheduled to be given. Students that miss a lecture exam because of a *documented* serious illness or personal hardship will be permitted to take a make-up test at Dr. Dodd's discretion. You must contact Dr. Dodd in advance to make up an exam. If a serious emergency arises, you are expected to contact Dr. Dodd prior to the exam for a make-up (an email is acceptable in this case). The availability, scheduling, and format of the make-up exam is at the instructor's discretion. Makeup exams may be oral or essay-based, and if proctored remotely may be monitored via Zoom while being completed. Other assignments will be announced multiple days ahead of the due dates (at least a week before any given due date). As such, non-exam assignments cannot be made-up for any reason.

Graduate Research Topic: Students enrolled in this course at the 700-level will have two additional assignments worth a total of 100 additional points beyond the undergraduate expectation. First, students enrolled in this course for graduate credit will interview a biologist or resource manager in Kentucky that is actively involved in management focused on a federally endangered (or threatened) species. The student will develop their own questionnaire, and independently survey the natural resource manager to identify key, limiting considerations when implementing practical measures for protection and/or recovery of the sensitive species. Second, the student will summarize these responses alongside a topical synthesis (from the primary literature) focusing on the successes (and shortcomings) of the Endangered Species Act. Detailed summaries of these assignments and rubrics will be provided to students as separate, in-depth documents.

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1	Thursday	18-Jan-24	Leopold & Changing Landscapes		8
2	Tuesday	23-Jan-24	Defining Biodiversity, with Biodiversity 1-Pager due this week	Ch. 2 / Gaston 2000	
2	Thursday	25-Jan-24	Pathways Program with USACE (Tentative)		8
3	Tuesday	30-Jan-24	The Value of Biodiversity	Ch. 3	
3	Thursday	1-Feb-24	Dollars & Cents of Trees Lab		8
4	Tuesday	6-Feb-24	EXAM 1		100
4	Thursday	8-Feb-24	Habitat Change, GCC Podcast 1-Pager Distributed	Ch. 4	
5	Tuesday	13-Feb-24	Habitat Change		
5	Thursday	15-Feb-24	No class (Dodd @ SBDN Conf), but GCC Podcast 1-Pager due this week		10
6	Tuesday	20-Feb-24	Climate Change	Ch. 5	
6	Thursday	22-Feb-24	Overexploitation, with Mosquito Podcast 1-Pager due this week		8
7	Tuesday	27-Feb-24	Invasive Species & Disease		
7	Thursday	29-Feb-24	EXAM 2		100
8	Tuesday	5-Mar-24	Extinction Risk	Ch. 6	
8	Thursday	7-Mar-24	Extinction Risk		
9	Tuesday	12-Mar-24	No class (Spring Break)		
9	Thursday	14-Mar-24	No class (Spring Break)		
10	Tuesday	19-Mar-24	Conserving Populations and Spp	Ch. 7	
10	Thursday	21-Mar-24	PVAs in R		
11	Tuesday	26-Mar-24	Conserving Populations and Spp / PVAs in R		
11	Thursday	28-Mar-24	Establishing New Populations	Ch. 8	20
12	Tuesday	2-Apr-24	EXAM 3		100
12	Thursday	4-Apr-24	Conservation of Protected Areas	Ch. 9	
13	Tuesday	9-Apr-24	Conservation of Protected Areas		
13	Thursday	11-Apr-24	Nature Serve with OKNP (Tentative), with 1-Pager due this week		8
14	Tuesday	16-Apr-24	Conservation Outside of Protected Areas	Ch. 10	
14	Thursday	18-Apr-24	Mgmt of Raven Run by LFUCG (Tentative)		
15	Tuesday	23-Apr-24	Restoration Ecology	Ch. 11	
15	Thursday	25-Apr-24	Sustainable Development	Ch. 12	
16	Tuesday	30-Apr-24	EXAM 4		100
16	Thursday	2-May-24	Agenda for the Future		
17	Thursday	9-May-24	Final Assignment / Final Exam Slot		30

Conservation Biology – 3 Credit Hours – Syllabus – Spr 2024
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4	Tuesday	6-Feb-24	**EXAM 1**		100
4	Thursday	8-Feb-24	Habitat Change, GCC Podcast 1-Pager Distributed	Ch. 4	
5	Tuesday	13-Feb-24	Habitat Change		
5	Thursday	15-Feb-24	No class (Dodd @ SBDN Conf), but GCC Podcast 1-Pager due this week		10
6	Tuesday	20-Feb-24	Climate Change	Ch. 5	
6	Thursday	22-Feb-24	Overexploitation, with Mosquito Podcast 1-Pager due this week		8
7	Tuesday	27-Feb-24	Invasive Species & Disease		
7	Thursday	29-Feb-24	**EXAM 2**		100
8	Tuesday	5-Mar-24	Extinction Risk	Ch. 6	
8	Thursday	7-Mar-24	Extinction Risk		
9	Tuesday	12-Mar-24	No class (Spring Break)		
9	Thursday	14-Mar-24	No class (Spring Break)		
10	Tuesday	19-Mar-24	Conserving Populations and Spp	Ch. 7	
10	Thursday	21-Mar-24	PVAs in R		
11	Tuesday	26-Mar-24	Conserving Populations and Spp / PVAs in R		
11	Thursday	28-Mar-24	Establishing New Populations	Ch. 8	20
12	Tuesday	2-Apr-24	**EXAM 3**		100
12	Thursday	4-Apr-24	Conservation of Protected Areas	Ch. 9	
13	Tuesday	9-Apr-24	Conservation of Protected Areas		
13	Thursday	11-Apr-24	Nature Serve with OKNP (Tentative), with 1-Pager due this week		8
14	Tuesday	16-Apr-24	Conservation Outside of Protected Areas	Ch. 10	
14	Thursday	18-Apr-24	Mgmt of Raven Run by LFUCG (Tentative)		
15	Tuesday	23-Apr-24	Restoration Ecology	Ch. 11	
15	Thursday	25-Apr-24	Sustainable Development	Ch. 12	
16	Tuesday	30-Apr-24	**EXAM 4**		100
16	Thursday	2-May-24	Agenda for the Future		
17	Thursday	9-May-24	**Final Assignment / Final Exam Slot**		30

The Graduate School
Eastern Kentucky University
Department of Biological Sciences
Syllabus for BIO 847 Community Ecology
CRN: XXXXX
Spring 20XX

Instructor: Dr. Valerie Peters
Office: Science Bldg, Room 4233
Email: valerie.peters@eku.edu
Schedule: Tuesdays and Thursdays 9:30 –10:45 am
Office hours: TBA

Course Description: Principles and applications of community ecology: including species interactions, community structure and diversity, and succession. Statistical methods in community ecology.

Credits: 3 graduate credits

Prerequisites: a course in ecology.

Text and Course Materials:
Morin, P. *Community Ecology*. 2nd edition. Wiley.

Student Learning Outcomes

It is expected that upon successful completion of this course, students will be able to:

1. Demonstrate a knowledge of the main concepts of community ecology and the principles within these concepts, including latitudinal gradients of species richness, patterns and processes of biodiversity, succession, and species interactions.

2. Use R to conduct statistical analyses characteristic of community ecology including similarity/dissimilarity indices, diversity indices, ordination and network/web analysis.

3. Evaluate community ecology theory and methods in the primary scientific literature.

4. Effectively present and discuss concepts of community ecology to a scientific audience.

Course Requirements:
There will be two 75-minute class meetings each week. Approximately 75% of the meetings will be devoted to lecture and discussion of ecological concepts, and to computer modeling exercises designed to enhance understanding of ecological models and general principles. The other 25% will involve class discussion of journal articles led by small groups of students. Readings include journal articles from both the classical and contemporary literature in the field. Articles will be posted on the course Blackboard site. Modeling exercises will utilize **R**, an open source language. You should download and install **R** for use on your own computer.

Evaluation methods:
Grades will be based on three exams (two midterms and one during finals week), two group assignments, and participation. For the first group assignment, 2 students will lead a class discussion on a topic assigned by the instructor. Each assigned topic is the focus of two of the weekly readings that will be assigned by the instructor for the entire class to read, while the group is responsible for reading additional related articles. Start preparing early (weeks in advance) by reading the paper and consulting with the instructor. Provide the class with a brief conceptual background for the paper (5-10 min), then spend most of the class time on discussion. Try to keep the discussion focused on the core concepts of the paper, while bringing in relevant points from related papers. Distribute a 1-page outline that summarizes the major points, provides additional citations, and lists discussion questions.

The second group assignment will involve the presentation of one ordination method. The ordination method will be assigned by the instructor. Each group of 2 students will present a 5-10 min in-depth explanation of the assigned ordination method. An additional 5 minutes will be dedicated to presenting the class with the code for how to carry out the analysis in R.

The course grade will be determined according to the following criteria:

2 Mid-term Exams	50% (25% each)
Final Exam	25%
1st Group Assignment	15%
2nd Group Assignment	10%
Lab Practice Problems	50%

The grading scale will be as follows: 90-100% A, 80-89% B, 70-79% C, 60-69% D, <60% F.

Student Progress:
Students will receive their cumulative grades to date based upon all graded materials periodically throughout the semester via blackboard. Students will also receive their mid-term grade.

Course outline:

Week	Day	Lecture/Lab topic	Readings
1	T	Introduction and Conceptual Background	
	R	Lab1: Introduction to R/Excel	
2	T	Introduction to Community Data and Diversity; Hierarchy and Scale	Morin Chapter 1 Additional readings
	R	Lab2: Exploring R and Species Richness	
3	T	Competition	Morin Chapter 2;3
	R	Lab3: Indices	
4	T	Mutualism	Morin Chapter 7
	R	Discussion Group 1	
5	T	Lab4: Bipartite Networks	Yang et al. 2013
	R	Discussion Group 2	
6	T	Exam 1	
	R	Mutualism Part 2	Additional Readings
7	T	Predation	Morin Chapter 4
	R	Lab5: Distance and Similarity	
8	T	Parasitism/Host-Parasitoid	Additional Readings
	R	Discussion Group 3	
	T	*Spring Break (no class)*	
	R	*Spring Break (no class)*	
9	T	Disease Ecology	
	R	Discussion Group 4	Morin Chapter 6; Additional Readings
10	T	Exam 2	
	R	*ASB Conference (no class)*	
11	T	Introduction to Ordination	Whittaker 1967
	R	Discussion Group 5	
12	T	Intro to Ordination Part2; Lab6: MANOVA and Moran	
	R	Lab7: Ordination Part1	
13	T	Biodiversity	Morin Chapter 12
	R	Discussion Group 6	
14	T	Biodiversity	Additional Readings
	R	Lab8: Constrained Ordination	

15	T	Lab9: Two data matrices; Moran's I and Mantel
	R	Final Exam

Schedule of Additional Readings and Discussion Readings

Week 2: Introduction and Conceptual background; Hierarchy and scale

Additional Readings

Raffa, K.F., B.H. Aukema, B.J. Bentz, A.L. Carroll, J.A. Hicke, M.G. Turner and W.H. Romme. 2008. Cross-scale drivers of natural disturbances prone to anthropogenic amplification: the dynamics of bark-beetle eruptions. *Bioscience* 58: 501-517.

Gonthier, D.J., K.K. Ennis, S. Farinas, H. Hsier, A.L. Iverson, P. Batary, J. Rudolphi and T. Tscharntke. 2014. Biodiversity conservation in agriculture requires a multi-scale approach. *Proc. R. Soc. B* September 22, 2014 281

Week3: Evidence for Competition
Lotka-Volterra competition; Resource competition models
Niche concepts; Laboratory and field studies of competition

Week 4: Mutualism
Mycorrhizae; Plant-pollinator interactions; Seed dispersal; Coevolution and specialization

Discussion Papers Group 1

Vogelsang, K.M. and Bever, J.D. 2009. Mycorrhizal densities decline in association with nonnative plants and contribute to plant invasion. *Ecology* 90: 399–407.

Tylianakis, J.M., E. Laliberte, A. Nielsen and J. Bascompte. 2010. Conservation of species interaction networks. Biological Conservation 143: 2270-2279.

Week 5: Predation
Numerical and functional responses of predators; Predator-prey models; Predator-prey cycles

Discussion Papers Group 2

Perfecto, I and J. Vandermeer. 2008. Spatial pattern and ecological process in the coffee agroforestry system. Ecology 89: 915-920.

Caudill, C.C. 2005. Trout predators and demographic sources and sinks in a mayfly metapopulation. Ecology 86: 935-946.

Week 6: Networks

Additional Readings

Eklöf, A., Jacob, U., Kopp, J., Bosch, J., Castro-Urgal, R., Chacoff, N. P., Allesina, S. (2013). The dimensionality of ecological networks. *Ecology letters*, *16*(5), 577–83.

Thébault, E., & Fontaine, C. (2010). Stability of ecological communities and the architecture of mutualistic and trophic networks. *Science* (New York, N.Y.), 329, 853–6.

Week 8: Parasitism and Pathogens
Host-parasite population dynamics;

Additional Reading
Steckel 2014
Vinson 1998

Discussion Papers Group 3

Wilmers, C. C., E. Post, R. O. Peterson, and J.A. Vucevitch. 2006. Predator disease outbreak modulates top-down, bottom-up and climatic effects on herbivore population dynamics. Ecology Letters 9: 383-389.
Kebede, A., J.C. McCann, A.E. Kiszewski, and Y. Ye-ebiyo. 2005. New evidence of the effects of agro-ecologic change on Malaria transmission. American Journal of Tropical Medicine 73: 676-680.

Week 9: Pathogens
Pathogens and disease ecology

Additional Readings
Stouffer, D. B., Sales-Pardo, M., Sirer, M. I., & Bascompte, J. (2012). Evolutionary conservation of species' roles in food webs. *Science (New York, N.Y.)*, *335*(6075), 1489–92.
Lafferty, K. D., Dobson, A. P., & Kuris, A. M. (2006). Parasites dominate food web links. *Proceeding of the National Academy of Sciences, USA*, *103*, 11211–11216.

Week 9 Discussion: Simple food webs: shared prey, shared enemies and tritrophic interactions

Discussion Papers Group 4

Estes, J. A, Terborgh, J., Brashares, J. S., Power, M. E., Berger, J., Bond, W. J., Wardle, D. A. (2011). Trophic downgrading of planet Earth. *Science (New York, N.Y.)*, *333*(6040), 301–6.
Allen D.C., K.E. McCluney, S.R. Elser, and J.L. Sabo. 2014. Water as a trophic currency in dryland food webs. Frontiers in Ecology 12: 156-160

Week 11: Biodiversity: description and causes

Discussion Papers Group 5

Coley, P.D., T.A. Kursar. 2014. On tropical forests and their pests. Science 343: 35-36
Hutter, C.R., J.M. Guayasamin, and J.J. Wiens. 2013. Explaining Andean megadiversity: the evolutionary and ecological causes of glassfrog elevational richness patterns. 16: 1135-1144.
Swenson, N.G. 2013. The assembly of tropical tree communities- the advances and shortcomings of phylogenetic and functional trait analyses. Ecography 36: 264-276.

Weeks 13: Biodiversity

Additional Readings
Chase, J. M. 2010. Stochastic Community Assembly Causes Higher Biodiversity in More Productive Environments. *Science*, 328:1388-1391.

Discussion Papers Group 6

Kalyuzhny, M., E. Seri, R. Chocron, C. H. Flather, R. Kadmon, N.M. Shnerb. 2014. Niche versus Neutrality: A Dynamical Analysis. The American Naturalist 184: 439-446.

Sedio, B.E., S.J. Wright, C.W. Dick. 2012. Trait evolution and the coexistence of a species swarm in the tropical forest understory. Journal of Ecology 100: 1183-1193.

Sedio, B.E., J.R. Paul, C.M. Taylor, C.W. Dick. 2013. Fine-scale niche structure of Neotropical forests reflects a legacy of the Great American Biotic Interchange. Nature 4: 2317

Weeks 14: Biodiversity: applications

<u>Additional Readings</u>

Mendenhall, C.D., D.S. Karp, C.F.J. Meyer, E.A. Hadley, G.C. Daily. 2014. Predicting biodiversity change and averting collapse in agricultural landscapes. Nature 509: 213-217.

Valladares, F., C.C. Bastias, O. Godoy, E. Granda, A. Escudero. 2015. Species coexistence in a changing world. Frontiers in Plant Science 6: doi 10.3389

Cardinale, B.J., J.E. Duffy, A. Gonzalez et al. 2012. Biodiversity loss and its impact on humanity. Nature 486: 59-67.

UNIVERSITY LEVEL POLICIES

Notification of the Last Day to Drop the Course:

From http://colonelscompass.eku.edu

Students with Disabilities:
Disability Accommodation Statement. Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA), should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students, who need an accommodation for a documented medical, mental health, or learning difference, may register online at accessibility.eku.edu/applying-services, or if you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Equity and Inclusion, (859) 622-8020 john.dixon@eku.edu. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Policy:
Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at http://studentrights.eku.edu/academic-integrity-policy. Questions regarding the policy may be directed to the Office of Academic Integrity located in the Turley House, or contact them by phone at (859) 622-1500.

Official Email:

An official EKU e-mail is established for each registered student, each faculty member and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Eastern Kentucky University
Department of Applied Human Sciences
CDF 246 CRN 24141
Creative Activities and Materials for Young Children
Spring 2024

Contact Information
- Instructor: Angela K. Absher
- Email**:** angela.absher@eku.edu
- Phone**:** 1-859-622-3445

Catalogue Course Description:

CDF 246 Creative Activities and Materials for Young Children (3) I, II, Formerly CDF 345, Prerequisites; CDF244 or CDF 235, or department approval. Survey of learning experiences in various curriculum areas. Planning activities, including techniques and materials, to provide environment appropriate to the age and background of young children for the individual child based on age, ability, culture and ethnicity.

Required Text:

Mayesky, M. (2015) *Creative Activities for Young Children* (11th ed.) Albany NY: Delmar-Thomson Learning.

*Additional readings will be provided within the course.

Rent the following videos through an online video streaming provider.
Brain Games: Season2, Episode9: Use It or Lose It
Project Wild Thing, Documentary

Student Learning Outcomes:
After completing the course, the student will be able to:

- Plan and implement curricula, for a variety of program settings, which
- Plan and arrange stimulating, safe and aesthetically pleasing environments for indoor and outdoor learning spaces
- Select and evaluate developmentally appropriate materials (commercial and non-commercial) as well as activities for young children
- Make adaptations in the environment and provide materials/equipment appropriate for individual capabilities and learning styles of young children
- Demonstrate effective teaching strategies for small group or project activities

Student Learning Outcomes	IECE KTS	CAEP	SPA NAEYC	SPA CEC		InTASC
To plan and implement curricula, for a variety of program settings, which 1. **Reflect theories of learning and development** 2. **Demonstrate application of developmentally appropriate practices** 3. **Reflect personal philosophies and goals relative to the capabilities of young children** 4. **Reflect an understanding of the diverse backgrounds and learning styles of young children** 5. **Incorporate strategies and materials appropriate for classroom diversity** 6. **Capitalize on play as a positive medium for young children's development and learning** 7. **Foster the emergent interests of young children** 8. **Utilize integrated learning centers for multi-symbolic expression and problem-solving** 9. **Include indoor and outdoor psychomotor activities** 10. **Promote social mediation and cooperative interchange of ideas, hypotheses, and creative options** 11. **Incorporate many opportunities for community building with young children and their families**	IECE Standard I	CAEP Standard 1, 2	NAEYC Standard 1.c, 4.d, 5.a, 5.c, 6.c	CEC Standard 3.1, 3.2, 3.3, 5.1, 5.2, 5.3	KTS Kinder-garten Standard 2.1, 2.2, 2.3, 2.4, 2.5	InTASC Standard 4, 5
Plan and arrange stimulating, safe and aesthetically pleasing environments for indoor and outdoor learning spaces	IECE Standard II	CAEP Standard 1, 2	NAEYC Standard 5.a, 5.c	CEC Standard 2.1, 2.2, 2.3	KTS Kinder-garten Standard 3.2, 3.3, 3.4, 3.5	InTASC Standard 4, 5
Select and evaluate developmentally appropriate materials (commercial and non-commercial) as well as activities for young children	IECE Standard II	CAEP Standard 1, 2	NAEYC Standard 5.a, 5.c	CEC Standard 2.1	KTS Kinder-garten Standard 3.5, 4.4	InTASC Standard 4, 5
Plan and support projects which reflect young children's questions, ideas, and experiences from culturally diverse backgrounds and school community	IECE Standard I	CAEP Standard 1, 2	NAEYC Standard 4.c, 5.a, 5.c	CEC Standard 3.2, 5.1	KTS Kinder-garten Standard 4.5	InTASC Standard 4, 5
Make adaptations in the environment and provide materials/equipment appropriate for individual capabilities and learning styles of young children	IECE Standard II	CAEP Standard 1, 2	NAEYC Standard 3.c, 5.a, 5.c	CEC Standard 2.2	KTS Kinder-garten Standard 3.2, 3.3, 3.4, 3.5	InTASC Standard 4, 5
Demonstrate effective teaching strategies for transitions, small group or project activities, and circle time	IECE Standard III	CAEP Standard 1, 2	NAEYC Standard 5.a, 5.b, 5.c	CEC Standard 5.5	KTS Kinder-garten Standard 4.1, 4.2	InTASC Standard 4, 5
Implement appropriate classroom management and child guidance techniques	IECE Standard III	CAEP Standard 1, 2	NAEYC Standard 4.a, 4.c	CEC Standard 3.1, 5.5	KTS Kinder-garten Standard 3.1, 3.2, 4.3, 4.4	InTASC Standard 4, 5

Student Learning Outcomes	IECE KTS	CAEP	SPA NAEYC	SPA CEC		InTASC
Locate and utilize materials and community resources for program implementation	IECE Standard II, VI	CAEP Standard 1, 2	NAEYC Standard 2.c	CEC Standard 2.1, 5.2, 5.3, 7.2	KTS Kindergarten Standard 8.1, 8.2, 8.3	InTASC Standard 4, 5
Plan and demonstrate effective teaching presentation skills in regards to high quality children's literature.	IECE Standard I	CAEP Standard 1, 2	NAEYC Standard 5.a, 5.c	CEC Standard 3.1, 5.1	KTS Kindergarten Standard 2.2, 2.3, 2.4, 2.5	InTASC Standard 4, 5

UNIVERSITY REQUIREMENTS

FINANCIAL AID:
Federal Financial Aid must be earned by attending and successfully completing coursework. Students should be aware that withdrawing from the University or ceasing to attend classes can result in the following:

- A balance owed to EKU for the Federal Financial Aid received for that term that was not earned
- Loss of future financial aid eligibility

IMPORTANT TERM DATES:
Classes Begin: 1/16/24 (Tuesday)

Add/Drop Deadline: 01/19/24 (Automatic 100% tuition refund during this period.)

Course Withdraw Period: 01/20/24 - 02/25/24

1. Last Day to Withdraw From a Course - No Fee: 02/16/24-- online via EKU Direct - no withdraw fee applies
2. Last Day to Withdraw From a Course - With Fee: 02/25/24-- online through EKUDirect - $50.00 per credit hour fee applies (e.g. $150.00 for a 3 credit hour course)
3. Last Day to Withdraw From the University: 02/25/24

Withdraw Refund Schedule:
- 75% tuition refund -01/20/24 - 01/23/24
- 50% tuition refund -01/24/24 - 01/26/24
- 25% tuition refund -01/27/24 - 01/29/24

Classes End: 03/8/24

ACADEMIC INTEGRITY STATEMENT:

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy[1] is available at the policy website[2]. Questions regarding the policy may be directed to the Office of Academic Integrity.

For current University policies and regulations, please go to EKU's Policy Website[3] (http://www.policies.eku.edu)

ACCESSIBILITY ACCOMMODATION STATEMENT:
Eastern Kentucky University strives to make all learning experiences as accessible as possible. Please review EKU's Accessibility Policy[4].

DISCRIMINATION AND HARRASSMENT, TITLE IX, AND PREVENTION STATEMENT

EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. The university supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu/[5].

Please review the current policy[6].

Mental/Physical Wellness Resources

Eastern Kentucky University is committed to the wellbeing of all students.

Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:

EKU Counseling Center After Hours Urgent support line:	(859) 622-1303
National Suicide Hotline:	(800) 273-8255 or dial 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

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[1] https://academicaffairs.eku.edu/syllabi
[2] https://policies.eku.edu/#_ga=2.117289152.739154940.1604494742-1901569406.1576517682
[3] https://policies.eku.edu/
[4] https://academicaffairs.eku.edu/syllabi
[5] http://greendot.eku.edu/
[6] https://academicaffairs.eku.edu/syllabi

EKU Student Health Services:	(859) 622-1761
EKU Psychology Clinic:	(859) 622 2356
EKU Counseling Center:	(859) 622-1303
EKU Women's Health Clinic:	(859) 622-1761

OFFICIAL E-MAIL:
An official EKU e-mail is established for each registered student, each faculty member, and each staff member*.*

FEEDBACK AND RESPONSE TIME:
All quizzes will be graded immediately. All course assignments will generally be graded by Wednesday after they are due on Sunday.

Email will be returned within 24 hours during the 5-day workweek and 48 hours during the 2-day weekend.

EVALUATION METHODS:

- **A = 90-100% (194.4-216pts)**
- **B = 80-89%   (172.8-194.3pts)**
- **C = 70-79%   (151.2-172.7pts)**
- **D = 60-69%   (129.6-151.1pts)**
- **F = 59% & below (<129.6pts)**

INSTRUCTOR REQUIREMENTS

COURSE REQUIREMENTS:
See individual assignment guides in module assigned.

Examinations and Quizzes (80pts)
There will be a total of eight weekly quizzes throughout this course. Each quiz will be worth a total of five points.

Classroom Design and Materials Project (30pts)
You will design a virtual early childhood classroom floor plan. You will include a list of materials for each learning center in your 'virtual' classroom.

Early Childhood Program Creative Activities Blog (30pts)
Starting in Module Six, you will complete weekly blog entries on that identify appropriate creative activities in each of the curriculum areas for children in the 3-5 year age range.

Small Group Activity Implementation (20pts)
As a culminating project at the end of course content you will design and present a small group activity for children in an early childhood classroom.

Creative Reflection (40pts)
There will be weekly reflective assignments that will require you to critically think about the topics presented in the weekly module.

Module CheckPoints (16pts)
Each week you will be required to 'check-in' with your colleagues. This forum will allow you to share thoughts, ideas, and insights regarding the weekly studies. *This is where we inspire one another.

CDF 246 Tentative Course Schedule

Week	Topics	Readings	Assignments Due
1/16	Creativity and Aesthetics	CH 1-4	All Module 1 assignments and Quiz 1 due by 11pm on Sunday, January 21nd.
1/22	Creative Environments	CH 5 & 6	All Module 2 assignments and Quiz 2 due by 11pm on Sunday, January 28th.
1/29	Play	CH 7	All Module 3 assignments and Quiz 3 due by 11pm on Sunday, February 4th.
2/5	The Art Program	CH 9-14	All Module 4 assignments and Quiz 4 due by 11pm on Sunday, February 11th.
2/12	Creative Activities	CH 15-17	All Module 5 assignments and Quiz 5 due by 11pm on Sunday, February 18th.
2/19	Language Activities	CH 18	All Module 6 assignments and Quiz 6 due by 11pm on Sunday, February 25th.
2/26	Science and Food Experiences	CH 19 & 21	All Module 7 assignments and Quiz 7 due by 11pm on Sunday, March 3rd.
3/4	Math and Technology	CH 8 & 20	All Module 8 assignments and Quiz 8 due by 11pm on Friday, March 8th.

Course CDF 342 – Child & Adolescent Development
CRN 20267 – Traditional/Face to Face
Tues / Thurs 12:30-1:45
 3 Credit Hours
Spring 2024

Instructor: Dr. Meg Gravil
Phone: 859 622 1172
Email: meg.gravil@eku.edu
Office: Burrier 200B
Student Hours: Tues 8:30-12:30 / Thurs 10:30-12:30, 2:00-3:00 / M-F by appointment

Catalog Course Description: Study of U.S. youth utilizing systems theory and a life-course perspective approach. Effects of economic, social, and technological change on policies and programs affecting youth of diverse backgrounds.

Class meeting locations: Class will meet in Burrier 401.

Text: Woolfolk, A., & Perry, N. E. *Adolescent development* (2nd edition). Pearson. ISBN 978-0-13-343979-3
Additional materials provided by instructor posted in Blackboard. Text accessible in the Blackboard course shell.

Student Learning Outcomes:
1. Describe the basic changes that occur in late childhood and adolescence (physiological, cognitive, and psychological).
2. Analyze the socio-historic, political, and cultural contexts (socioeconomic, racial, and ethnic differences) in which child and adolescent development occurs.
3. Analyze the relative contributions of family, peers, the media, and social institutions in identity formation of children and adolescents.
4. Demonstrate an understanding of relevant research and various theories of human development applicable for child and adolescent development.
5. Develop an awareness of the various psychosocial problems that children and adolescents face.
6. Apply problem-solving and critical thinking skills in discussion/presentations about the specific development issues (risk-taking, emotion regulation, psycho-social problems) that will promote positive child and youth development.

This course meets the following requirement for CFLE Content Area III Human Growth and Development Across the Life Span.
Content: An understanding of the developmental changes (both typical and atypical) of individuals in families across the lifespan. Based on the knowledge of physical, emotional, cognitive, social, moral, and personality aspects (e.g., research and theories) related to: prenatal; infancy; early and middle childhood; adolescence; adulthood; again.
Practice: A CLFE is prepared to:
  a. Identify developmental stages, transitions, elements, and challenges throughout the lifespan
  b. Recognize reciprocal influences: 1: individual development on families; 2: family development on individuals
  c. Recognize the impact of individual health and wellness on families
  d. Assist individuals and families in effective developmental transitions

UNIVERSITY REQUIREMENTS

ATTENDANCE STATEMENT:
Students should make every effort to attend every class, whether online or in person. An acceptable excuse is an illness (including self-isolation or quarantine), a University provided excuse, or an emergency resulting in

unavoidable absence. Students will not receive a grade penalty for missing class due to self-isolation or quarantine but should notify the instructor as soon as they are aware of the need to miss class. Students are expected to make up missed work. For practicum or clinical absences: Please direct the student to consult with the relevant instructor or coordinator.

NON-REGISTERED ATTENDANCE PROHIBITED:
The only individuals permitted to attend this class are those students who are officially registered in this course. No individual, regardless of affiliation with a registered student (e.g., child, spouse, guest), is permitted to attend class, even on a temporary or one-time basis. If a student requires assistance from another individual due to a disability, the student must register this need with the EKU Center for Student Accessibility.

FINANCIAL AID:
Federal Financial Aid must be earned by attending and successfully completing coursework. Students should be aware that withdrawing from the University or ceasing to attend classes can result in the following:
- A balance owed to EKU for the Federal Financial Aid received for that term that was not earned
- Loss of future financial aid eligibility

DROP and WITHDRAW DATES:
Students should refer to https://colonelscompass.eku.edu/deadlines-adddrop-refunds for specific dates related to withdraws, fees and refunds.
> **Last date to drop** a full semester course is 1/22/24.
> **Last date to withdraw** with a "W" grade but no fee is 3/11/23.
> **Last date to withdraw** from a full semester course is 4/07/23. *You will receive a "W" grade and fees will be charged*.

EKU POLICIES:
Please see https://academicaffairs.eku.edu/syllabi for EKU's current statements regarding
- Accessibility Accommodation
- Academic Integrity
- Discrimination and Harassment
- Student Rights under Title IX

OFFICIAL E-MAIL:
An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

INCLEMENT WEATHER PLAN:
See adjusted schedules at the following link: https://www.eku.edu/weather.html

NOEL STUDIO:
EKU's Noel Studio for Academic Creativity is a free resource offering writing, communication, and research support for undergraduate and graduate students from any major or class. At the Noel Studio, trained consultants can help you with essays, presentations, research posters, visual aids, multimodal products, and more through peer-to-peer meetings called consultations, which are available both in-person (on the EKU Richmond campus) and online (via Zoom). Students can ask for help at any stage of the communication process—from brainstorming to final revision, and every point in between! You can learn more about consultations at https://studio.eku.edu/about-consultations; schedule your own consultations by following the directions at https://studio.eku.edu/schedule-appointment. Have questions or need help scheduling? Stop by the Noel Studio (located in the Crabbe Main Library), call the Noel Studio at (859) 622-7330, or use the chat box at studio.eku.edu!

STUDENT SUCCESS CENTER:
The Student Success Center provides free assistance for all EKU students. Students can request tutoring in more than 150 subjects, as well as other services including mentoring, workshops, advising, study space, computer use, and to ask questions related to your college experience. The EKU Gurus are trained tutors and mentors in the Student Success Center. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, test preparation, stress management, and more. Drop-in assistance is available at our

Library location on the ground floor. We also have Gurus available in Whitlock 347 and for drop-in questions in the Keen Johnson IT location. Online assistance is available by request or drop in on our Discord server: https://discord.gg/gtxKrnk. For more information, visit our website at www.successcenter.eku.edu or email successcenter@eku.edu.

DEPARTMENT REQUIREMENTS

PERSONAL ELECTRONIC POLICY:
Personal Electronic Devices: Student personal electronic devices such as cell phones, iPods, etc. are to be turned off or silenced during class. Any student's personal electronic device seen during class may be held by the instructor until the end of class. Students wishing to use personal electronic devices such as laptops or e-readers during class for e-text reference or note taking should discuss this with the instructor *during the first week of class*. The instructor may approve use on an individual basis.

DEPARTMENT EXAMINATION POLICY:
Electronic devices cannot be used during exams-e.g. cell phones, calculators, electronic translators. Calculators will be provided by the course instructor when necessary. Hats must be removed during exams.

STUDENT BEHAVIOR:
Student behavior in the classroom will be consistent with a safe and respectful learning environment for all attendees. Students should remember that we will be guests at Marshall Pediatric Therapy and are representative of EKU. *Confidentiality* should be adhered to- do not discuss clients or events during your observations/activities at Maxwell outside of class/with students other than those in this class. Respectful, attentive, and professional behavior is expected.

INSTRUCTOR REQUIREMENTS

COMMUNICATION REQUIREMENTS: All course communications will occur via email and Blackboard. The instructor will update course information using the Blackboard Announcement feature, which will be both posted in Blackboard and emailed to students. **Students are expected to check their EKU email accounts daily** to stay on top of course communications.

USE OF ARTIFICIAL INTELLIGENCE (AI): The use of AI is beneficial and acceptable when used appropriately. This include using AI help generate writing ideas or synthesize information. Unacceptable use of IA includes plagiarism or copying the output from AI and pasting it directly into an assignment. This is not different than plagiarizing a textbook, article, blog, or other written/verbal communication without proper citation. If 50% or greater of any written assignment is judged by your instructor to be written by AI, no points will be earned for that assignment.

COURSE REQUIREMENTS:
Blackboard discussion boards (5 @ 5pts ea.): Students will post reflections on their Mursion experiences in a Blackboard discussion board. Reflections are required for both Mursion participants and students who observe. Each student will have 2 opportunities to interact with the Mursion simulations. Students will post an initial comment/reflection/question regarding the most recent Mursion experience and then repost to at least two peers' posts. Sufficient time is available between initial post and response dates.

In-class Journal **reflections*** (14 @ 3pts ea.): Select days before class adjourns students will write a brief personal reflection based on that week's readings, discussions, observations, guest lectures, and activities. A prompt may be provided on occasion, however more often this will simply be a reflection of the class activities on that particular day. Journals provided to students by your instructor. These will not be accepted electronically in the case of a student absence. Your instructor will periodically read reflections; however, students may fold the page in half if there is a particular reflection you want to remain private. Journals will be returned to students at the end of the semester.

Raising Teens Today TED Talks: Pick 3 Reflection (15pts): Choose three of the twelve available TED Talks to watch from Raising Teens Today. Write a 2-page, double-spaced **reflection*** on those you selected. Include the

titles of the three TED Talks you chose and relate the content to your own life, including experiences/examples from your teenage years. Do not just write what the TED Talk was about!

Child/teen health apps & games Brochure & Journal (30pts/10pts): In groups of two, students will research, download, and use four apps or games designed to aid with mental wellness. You are not expected to pay for app for tis assignment! Use apps that are free or offer a trial period.

1) Apps/games must be used two weeks (14) days in a row to immerse yourself in the experience, and after each use you must record your **reflections*** in a journal. Journal entries must address how use of the app impacted you in the following domains: Sensory, Emotional, and Cognitive (thinking). Each journal entry should be 5-7 sentences/one paragraph in length.

2) Student pairs will develop ONE brochure describing each (ALL 4) of the apps/games used. Brochures should provide:

    a. A brief description of each app used

    b. The advertised 'purpose/intended use' of each app

    c. A table showing the days/times/duration of app use

    d. A summary of the apps' use on your Sensory, Emotional, and Cognitive domains

    e. A recommendation on whether or not the app is appropriate for use by adolescents

Appropriate apps and games include the following (let the instructor know if you have another one in mind):
Calm
Pacifica
Calm Harm
My3-Support Network
MoodPath: Depression & Anxiety
Fin, Fur, & Feather Bureau of Investigation
Joon
MentalUp
EndeavorRx
Mightier
C8Sciences: Activate
What's Up?
MindShift
Stop Breathe & Think
Headspace
HappyMe
Smiling Mind
Mindshift CBT
CBT Thought Diary
Happify

*A note about 'reflections': Reflective writing incorporates personal life experiences in observations/activities. It involves thinking reflectively about events and experiences where learning and growth took place. It is a reflection of negative and positive life experiences, the impact they had on the author's life, and the lessons learned as a result. These assignments help students develop skills to analyze events that impacted them. They also help students draw conclusions from such events.

Podcast: Advice to Younger Self (30pts): Each student will conduct a podcast-like interview with another individual between the ages of 18-25. Submit a link to your recorded podcast. *Rather than a question/answer format, this should be considered a discussion between the two participants.* Your instructor will listen to podcasts, so do not discuss information that you/your interviewee are not comfortable sharing. This document includes requirements, a grading rubric and directions. Details provided below the Course Schedule in this syllabus.

Movie Recommendation (15pts): In lieu of class April 16 and 18, students will identify and watch a movie that depicts adolescent culture or issues faced during adolescence. Students will discuss the movie as it relates to course content and materials to date and as it relates to student's personal experiences.

Research Poster and Presentation (40pts/10pts): Several professionals from the community and across the state will guest lecture during the course. These professionals will share their experiences, insights, and reflections on working with adolescents in their respective capacities.
1) Students are expected to prepare questions prior to each guest lecture and then take notes (as part of the in-class Journal reflections) on key information presented by the professional. Towards the end of the course, students will analyze their collected 'data' and present their findings in a research poster format. The instructor will provide guidance on this project, include an example research poster. Specific components include those addressed below (a-d).
2) Students will present their research posters to the class during the last week of the semester. The presentation should be approximately 5 min in length and include the following components:
   a. Introduction
   b. Methods
      i. Data collection
      ii. Data analysis
   c. Results/findings
   d. Discussion
      i. your reflections on the data gathered

EVALUATION METHODS:

Assignment	Points Possible	Total Points Possible	Due Date
Discussion boards	5 @ 5pts ea.	25	As assigned
In-class Journals	14 @ 3pts ea.	42	At end of class as assigned
Raising Teens Today Pick 3 Reflection	15pts	15	Sunday April 28 at 11:59pm
Apps Brochure	30pts	30	Sunday Feb 11 at 11:59pm
Apps Journal	10pts	10	Sunday Feb 11 at 11:59pm
Podcast: Advice to younger self	30pts	30	Group A: Sunday Mar 10 at 11:59pm Group B: Sunday Mar 31 at 11:59pm
Movie Recommendation DB and DB Responses	15pts	15	Sunday April 21 at 11:59pm Sunday April 28 at 11:59pm
Research Poster Presentation	10pts	10	April 30 & May 2 in class
Research Poster	40pts	40	Sunday May 5 at 11:59pm
Total points possible:		**217**	

STUDENT PROGRESS:
Mid-term and final grades will be posted to EKU Direct. All assignment grades will be posted in the Grade Center in the Blackboard course site to document student progress towards earning the total possible points for the course.

INSTRUCTOR ATTENDANCE POLICY:
Regular class attendance is expected of all students. Notify your instructor as soon as possible in the event of an excused absence. Coursework completed during the class period cannot be made up if your absence is unexcused by the instructor.

Excused absences include verifiable medical or family emergencies, University-approved activities (accompanied by a University excuse), illness (yours or a family member's), and other absences as outlines in the University's Student Absence from Class Policy. Student should be prepared to document the reasons for an absence. Students whose absences are not excused will typically not make up assignments, quizzes, presentations, or exams. Students who anticipate having a high number of excused absences should contact the instructor as soon as possible to make arrangements with the instructor.

Final grades will be penalized by 10% after 3 unexcused absences.
INTERRUPTIONS OR CANCELLATIONS:
In the event of an interruption/cancellation in the schedule, you will be notified through an emailed Blackboard announcement that will indicate alternative expectations for that day.

COURSE SCHEDULE:
The instructor reserves the right to make changes as necessary to the syllabus and timeline based on the needs of the students, pacing of instruction, or in the event of cancellations or interruptions. Students will be notified of any changes in advance if possible.

Updated 17 Jan 2024

Week	Module	Date	Topic	Readings Due	Work Due (11:59pm on *dates noted below*)
Week 1	1	Jan 16 Jan 18	Introductions on BB Syllabus, Expectations, Blackboard	Syllabus Woolfolk & Perry (2015): CH 1	Explore course in Blackboard In-class Journal 1
Week 2		Jan 23 Jan 25	Child development theory Middle childhood in America	Woolfolk & Perry (2015): pp. 32-51 NCCP (2017): Fact Sheet	
Week 3	2	Jan 30 Feb 1	Physical, cognitive, and social-emotional development in middle childhood *Guest Lectures (CASA & Ain't I a Girl)*	Woolfolk & Perry (2015): CHs 8, 9, & 10 Mysterious Workings of the Adolescent Brain (TED Talk)	In-class Journal 2 *Feb 11*: **Apps Brochure & Journal**
Week 4		Feb 6 Feb 8	NO CLASS		
Week 5	3	Feb 13 Feb 15	*Guest Lectures (HOOD & Richmond Teen Center)* Engaging youth in a group setting *Mursion work*	Walking the Talk website: *what is youth engagement + why it matters* Youth Friendly Communication AIR (2021) Adolescent Connectedness	In-class Journal 3 In-class Journal 4 *Feb 22*: **Discussion Board 1** *Feb 25*: **Discussion Board 1r**
Week 6		Feb 20 Feb 22			
Week 7	4	Feb 27 Feb 29	Physical and cognitive development in adolescence *Mursion work* NO CLASS	Woolfolk & Perry (2015): CH 11 & 12	In-class Journal 6 In-class Journal 7 *Mar 7:* **Discussion Board 2** *Mar 10:* **Discussion Board 2r** *Mar 10:* **Group A Podcasts**
Week 8		Mar 5 Mar 7			
Mar 12 & Mar 14 / SPRING BREAK					
Week 9	5	Mar 19 Mar 21	Social-emotional development in adolescence Sexual identity in adolescence *Guest Lecture (LMFT)* *Mursion Work*	Woolfolk & Perry (2015): CH 13	In-class Journal 8 In-class Journal 9 In-class Journal 10 *Mar 28:* **Discussion Board 3** *Mar 31:* **Discussion Board 3r** *Mar 31:* **Group B Podcasts**
Week 10		Mar 26 Mar 28			
Week 11	6	Apr 2 Apr 4	Adolescent diversity: socioeconomic status and ethnicity The social context of adolescence *Guest Lecture (DoS)* *Mursion Work*	Dolgin (2011): CHs 1 & 3 Children, Youth, & Families Fact Sheet Dolgin (2011): pp. 166-171 Adolescent risk takers: The power of peers (video)	In-class Journal 11 In-class Journal 12 In-class Journal 13 *Apr 11:* **Discussion Board 4** *Apr 14:* **Discussion Board 4r**
Week 12		Apr 9 Apr 11			
Week 13	7	Apr 16 Apr 18	NO CLASS NO CLASS Being a member of the adolescent subculture Substance abuse, addiction, and dependency *Guest Lecture (PH/CADC)*	Dolgin (2011): CHs 10 & 15 Kaiser Family Foundation: Recent Trends *TED Talks: Pick 3 of 12 from* Raising Teens Today What is Youth Culture?	In-class Journal 14 *Apr 21:* **Movie Recommendation Discussion Board** *Apr 28:* **Movie Recommendation Discussion Board Response** *Apr 28: Raising Teens Today:* **Pick 3 Reflection**
Week 14		Apr 23 Apr 25			

Week 15	8	Apr 30 May 2	Adolescent stress and alienation *Presentation of Research Posters*	Doglin (2011): CH 14 ASPE Issue Brief	*Apr 25:* **Discussion Board 5** *Apr 28:* **Discussion Board 5r** In-class Research Poster Presentations *May 5:* **Research Posters**
Week 16		May 7	**Finals Week**		

Creating a Podcast: Advice to My Younger Self

<u>Assignment Description</u>
You will conduct a podcast-like interview with another individual between the ages of 18-25. Submit a link to your recorded podcast. *Rather than a question/answer format, this should be considered a discussion between the two participants*. We will listen to podcases during class, so do not discuss information that you/your interviewee are not comfortable sharing with your peers. This document includes <u>requirements</u>, a grading <u>rubric</u> and <u>directions</u>.

The interview must
- Describe both individuals' demographics, including age, ethnicity, gender identity, etc.
- Reflect on each person's experiences growing up/as an adolescent.
- **Discuss what advice each participant would give to their younger (adolescent) self**.
- Be conversational in format; not Q and A.

The audio must
- Be easily understood
- Be available by link to a <u>SoundCloud</u> or <u>Anchor</u> podcast. Students are not permitted to upload audio to the course. A link to a third-party source (such as SoundCloud or Anchor) must be provided.
- Be **7-10 min** in length.

<u>Rubric</u>
Content
> **Excellent, 20 points**

Consistent with attributes of excellent critical thinking, application, and communication skills. Work displays an overwhelming understanding of course topics and contains specific references to course readings and/or materials.

> **Good, 15 points:**

Work displays good grasp of critical thinking, application, and communication skills, but needs improvement. Work displays an understanding of course topics and contains some specific references to course readings and/or materials.

> **Average, 10 points**

Needs significant improvement. Student lacks an understanding of critical thinking, application, and communication skills. Work displays some to little understanding of course topics and contains some/no specific references to course readings and/or materials.

> **Poor, 5 points**

Work displays a poor understanding of critical thinking, application, and communication skills. Work displays no understanding of course topics and contains no references to course readings and/or materials.

> **Incomplete, 0 points**

Student fails to complete necessary portion of the assignment.

Mechanics
> **Excellent, 10 points**

The link and content are easily accessed by the instructor and fellow students. The audio is clear and easy to understand. The podcast uses music or other production features for interest, clarity and polish.

> **Good, 7.5 points:**

The link and content are easily accessed by the instructor and fellow students. The audio is clear and generally easy to understand. While the podcast may lack polish, it is complete and engaging.

7

Average, 5 points

Needs significant improvement. The link and content are available. The podcast is complete but may have technical or content elements that indicate further work was needed.

Poor, 2.5 points

The link is available. The completed podcast is not engaging or easy to understand.

Incomplete, 0 points

Student fails to complete necessary portion of the assignment.

Directions:

Identify who you'd like to interview

You will likely interview someone you know to have a friendly discussion. As you consider the content of the course, use this activity to expand your own understanding and share with your classmates.

Communicating with the person you will interview
1. Contact the person.
2. Describe the requirements of the assignment and how the podcast will be shared with classmates.
3. Develop a list of questions to serve as guidelines for discussion and share them with the person you will interview before the interview. You and your partner may come up with questions together.
4. Mutually agree upon a date to meet.

When you record the interview, you should have the following parts.
1. A short opening introduces you and your subject. You may add music for the opening.
2. The interview portion engages the audience in the content. Listen carefully as your subject is talking and be responsive. Ask follow-up questions or provide your own experiences where relevant.
3. The closing segment wraps up the content as needed, thank the subject (interviewee), and the audience.
4. Brief music may also be added for the close.

Requirements

Submit a link to a podcast interview in the discussion board. You have freedom to choose software suitable to you. This document includes information about software that is free and available to all students.

Possible topics and related questions:

Transitions: To adolescence, from middle school to high school, or from high school to college, or the world of work.
1. Describe the transitions
2. Ask the person how they felt
3. Difficulties during the transition(s)
4. What were or are the major issues?
5. Are they still transitioning?

Peer Pressure and Substance Use: Either now or in the past.
1. Do you use substances and you do not have to share this if you do not want to?
2. Did peers, at any time, pressure you to use substances and if so, what did you do?
3. Do you feel pressured from peers now to use substances and how do you deal with that?
4. Do you or have you pressured other peers to use substances?

Identity Development: Ongoing – there are many questions that you could be asked from this topic.
1. Is your identify something you might talk to me about?
2. Can you discuss identify and what it means to you?
3. Is your identify different in different settings, in terms of how you express it?
4. Do you ever feel oppressed because of your identify?

Use Free Software and Available Tools

You are encouraged to use your EKU email to set up all accounts for the course in third-party software. When a Google sign-in is used, choose Google and type your EKU email.

Anchor
You can use your browser to create your podcast using Anchor. Sign in with your EKU email, choosing Google sign-in. Choose New Episode to begin.
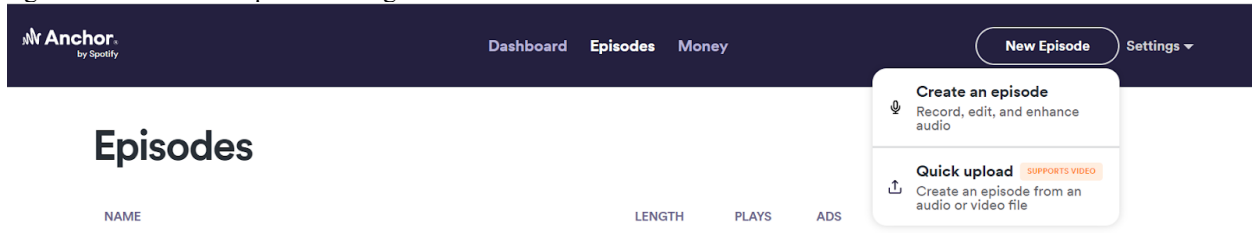
You can upload or create your episode and add music and notes in Anchor. Allow access to your microphone to begin recording.
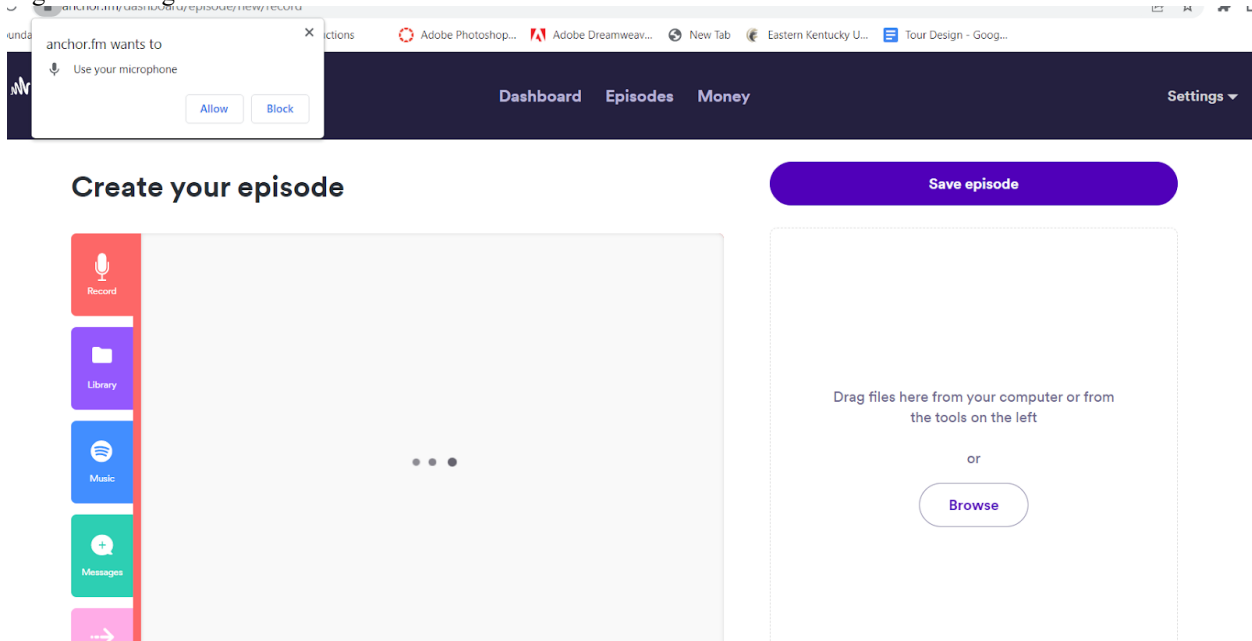
Video Recording the Interview
If you'd like to video record the interview, you may use videoconferencing applications like Facetime, Zoom or Skype.

You may also record the interview with someone using your phone or laptop. For phone recording, search for "recording" devices on your phone. Many have a built-in audio recorder. Screencast-O-Matic and Screencastify will record your screen using the built-in microphone and camera from your computer.
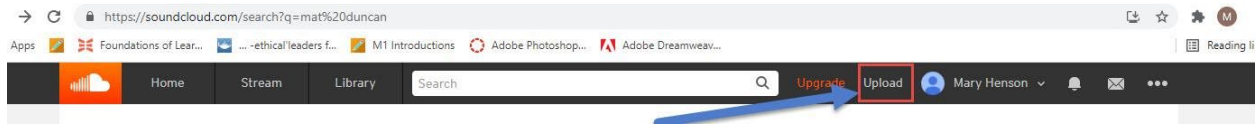
Exporting an Audio File (Export an mp3)
You need to have an mp3 of your recording.

Screencastify has options to export your recording as an mp3 file.
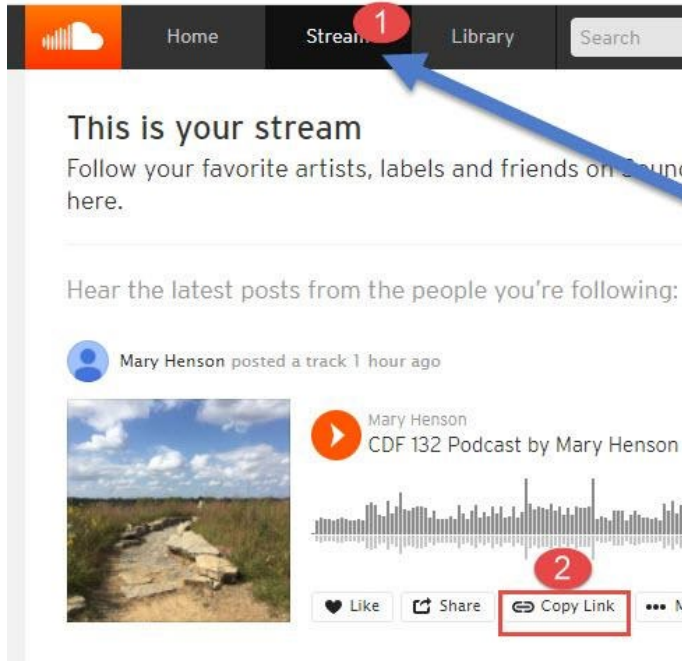
Most audio recording devices produce an mp3 file.

Sharing your Work

You must create a SoundCloud account and either use [SoundCloud](#) on a phone, mobile device, laptop or desktop computer to upload your podcast.

Select your audio file to upload and upload the file.

Copy the link to paste in the discussion board.

Inquiry and Evidence: Self Study across the Child and Family Studies Program

Date: 10/31/2022

Dear Students:

You are invited to participate in a research study by allowing the work you complete as part of courses or other program experiences to be reviewed for research analysis. The purpose of the study is to conduct ongoing self-assessment of the impact of course and other program experiences in the Child and Family Studies Program within the College of Education and Applied Human Sciences. The research procedures will be conducted during regular class instruction and will last the length of the academic semester. Research procedures include your participation in regularly scheduled class activities that may or may not be collected as data for the study.

There are no known risks for your participation in this research study. The information collected may not benefit you directly. The information learned in this study may be helpful to others. The information you provide will enable instructors to use empirical research to enhance understanding about how our students are prepared. Self-study is an important, regular component of teaching practice, enabling teachers to

investigate the impact that instructional strategies and content have on students. Your completed work will be stored in password protected, secure formats.

Individuals from the Child and Family Studies Program, the Institutional Review Board (IRB), the Human Subjects Protection Program Office (HSPPO), and other regulatory agencies may inspect these records. In all other respects, however, the data will be held in confidence to the extent permitted by law. Should the data be published, your identity will not be disclosed.

Taking part in this study is voluntary. By participating, you agree to take part in this research study. You may choose not to take participate in the study without consequence. If you decide to participate in this study, you may stop taking part at any time. If you decide not to be in this study or if you stop taking part at any time, you will not lose any benefits for which you may qualify. If you do not want your work to be included in self-study, please sign and date the notification form provided. Submit the form to the designated staff person for the program, Teresa New (Burrier 102). She will maintain all forms until after grades are submitted or a specific program of study has been completed. This process ensures instructors and facilitators will not know which students chose to participate and which did not until after grades are submitted or after program experiences are completed.

If you have any questions, concerns, or complaints about the research study, please contact: Dr. Rebecca Crawford, a research team member, at 859-622-1386 Dr. Mary 'Meg' Gravil, a research team member, at 859-622-1172 or your instructor/facilitator.

If you have any questions about your rights as a research subject, you may call the Division of Sponsored Programs at (859) 622-3636. You can discuss any questions about your rights as a research subject, in private, with a member of the Institutional Review Board (IRB). You may also call this number if you have other questions about the research and you cannot reach the research staff or want to talk to someone else. The IRB is an independent committee made up of people from the University community, staff of the institution, as well as people from the community not connected with the institution. The IRB has reviewed this research study.

If you have concerns or complaints about the research or research staff and you do not wish to give your name, you may call 1-877-852-1167. This is a 24-hour hotline answered by people who do not work at Eastern Kentucky University.
Sincerely,

Dr. Rebecca Crawford

Dr. Mary 'Meg' Gravil

Non-Participation Notification for Self-Study

I _____ (name; first/last) hereby notify the Child and Family Studies Program that

any work produced by me and identifiable by name NOT be used for research purposes in

_____ (course name/number) or program experience taught or facilitated by

_____ (instructor name).

Signature: _____

Eastern Kentucky University
Department of Applied Human Sciences
CDF 424: Diversity Awareness for Professional Practice (E-Campus)
CRN #12090
3 Credit Hours
Fall 2023

CONTACT INFORMATION

Instructor: Dr. Mary Sciaraffa, CFLE
Office: Burrier 206 A
Phone: 859-622-2391
E-mail: mary.sciaraffa@eku.edu
This is the best way to reach me. (In subject line, put course name and section number you are enrolled)

Student hours:
Appointment recommended for all meetings as there are times when other University obligations may prevent me from being available during student hours. 🔲

|	Monday	Tuesday	Wednesday	Thursday	Friday
Student Hours	8-9 11-2:30	By appointment	8-9 11-2:30	By appointment	8-9

CATALOGUE COURSE DESCRIPTION:

Prerequisite: junior standing. Professionals working with individuals and families today must develop cultural competency. With a focus on sensitivity and respect, this course provides an overview of diversity in society, including race, gender, socioeconomic status, sexual orientation, religion, and other forms of diversity.

REQUIRED VERSUS RECOMMENDED

For students to be successful in this course they must completely engage with course content (readings, videos, lectures, articles, activities, lessons, group project collaboration, discussion board forums, etc.). Therefore, unless specifically noted with the word, "recommended" next to an item, all materials and resources included in this course are required. The specific edition is required, if you have a different edition, then you may not be as successful in this class.

REQUIRED TEXTS (THIS SPECIFIC EDITION IS REQUIRED):

- Lynch, E.W. and Hanson, M.J. (2011). Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families. 4th Edition. Brookes Publishing   ISBN-13: 978-1-59857-163-9

- Ballard, S. and Taylor, A.C. (Eds.). (2022). *Family Life Education with Diverse Populations*. 2nd Edition. Cognella Publishing   ISBN: 978-1-7935-1039-6
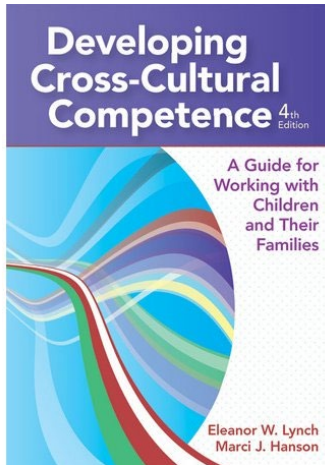
AND
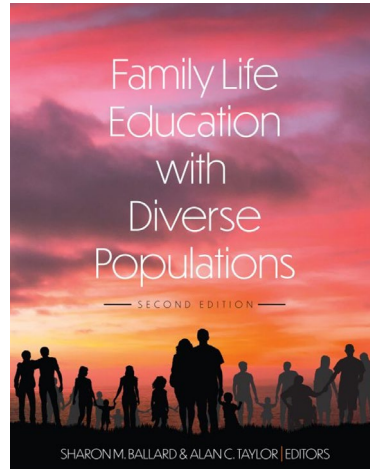
RECOMMENDED TEXT:

Publication Manual for the American Psychological Association. 7th Edition

ADDITIONAL REQUIRED RESOURCES & MATERIALS:

- o Access to visual media (e.g., internet, Netflix, EKU and/or public library)
- o Assigned readings (includes any material, links, documents, etc. posted on Blackboard and/or accessible online, e.g., through the EKU libraries online database)
- o Web sites and external links (posted on Blackboard and/or sent to students via e-mail)
- o Additional Readings posted on Blackboard (http://learn.eku.edu)

You are required to read the assigned chapters from the text and other reading materials.

STUDENT LEARNING OUTCOMES

In a society that is becoming more complex, diverse, and global, the purpose of this course is to provide the student/future professional with an overview of multiple forms of diversity. The course is designed to facilitate sensitivity, understanding, and more effective working relationships with clients and colleagues through the development of *cultural competency*.

As a result of this course, students will achieve the following learning outcomes:

1. Demonstrate knowledge of skills, competencies, and points of view needed by culturally competent professionals, including an understanding of diverse families and immigration.
2. Develop an appreciation for diversity in society today by examining human rights, social justice, and institutionalized attitudes and practices directed at various diverse groups.
3. Acquire skills for advocacy, collaboration, and consensus building in the community and the workplace.

4. Identify issues related to diversity in society, the workplace, and professional practice.
5. Develop a clearer understanding of, and commitment to, personal and professional values relating to diversity.
6. Engage in dialogue relating to the enhancement of human life through a belief in the dignity and worth of every human being.

STUDENT LEARNING OUTCOMES CONNECTION TO STANDARDS:

Student Learning Outcomes	IECE KTS	CAEP	SPA NAEYC	InTASC		SPA CEC	NCFR CFLE
1. Demonstrate knowledge of skills, competencies, and points of view needed by culturally competent professionals, including an understanding of diverse families and immigration.	IECE Standard 6	CAEP Standard 1	NAEYC Standard 1.b, 2.b, 4.a, 4.b, 6.b, 6.c	InTASC Standard 3, 10		CEC Standard 3, 10	NCFR CFLE Content Area 1 Practice C, E, F
2. Develop an appreciation for diversity in society today by examining human rights, social justice, and institutionalized attitudes and practices directed at various diverse groups.	IECE Standard 2, 5, 6	CAEP Standard 1	NAEYC Standard 6.d, 6.e	InTASC Standard 3, 10		CEC Standard 3, 10	NCFR CFLE Content Area 1 Practice C, D, E, F
3. Acquire skills for advocacy, collaboration, and consensus building in the community and the workplace.	IECE Standards 5, 6, 8	CAEP Standards 1	NAEYC Standards 6.c, 6.e	InTASC Standards 10		CEC Standard 3, 10	NCFR CFLE Content Area 1 Practice F
4. Identify issues related to diversity in society, the workplace, and professional practice.	IECE Standards 5, 6	CAEP Standards 1	NAEYC Standards 6.d, 6.e	InTASC Standards 10	NCFR CFLE Content Area 1 Practice C, E, F	CEC Standard 1.1 3, 10	
5. Develop a clearer understanding of, and	IECE Standard 5	CAEP Standard 1	NAEYC Standard 6.b, 6.d	InTASC Standard 10	NCFR CFLE	CEC Standard 3, 10	

Student Learning Outcomes	IECE KTS	CAEP	SPA NAEYC	InTASC		SPA CEC	N C
commitment to, personal and professional values relating to diversity.					Content Area 1 Practice A, B		
6. Engage in dialogue relating to the enhancement of human life through a belief in the dignity and worth of every human being.	IECE Standard 5	CAEP Standard 1	NAEYC Standard 6.a 6.b 6.c 6.d 6.e	InTASC Standard 3	NCFR CFLE Content Area 1 Practice A, B, C, D, E, F	CEC Standard 3, 10	
					updated: 9/15/19		

UNIVERSITY / DEPARTMENTAL REQUIREMENTS

Program and Course Expectations:
This course is designed to reflect EKU's Comprehensive Diversity Plan that "respects and celebrates diversity, which includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexual orientation, disabilities, and cultural or national backgrounds, in pursuit of common unity." Our university community respects and celebrates the diversity of peoples, seeks to embrace all individuals, and prohibits discrimination.

Diversity courses seek to deconstruct systems of oppression and power; thus, topics will help students develop a greater capacity for intellectual open-mindedness. Courses will immerse the students in the complexity of human differences and commonalities. Exploration, analysis, and application of complex identity issues characterize these courses. Diversity courses emphasize the challenges that must be addressed to achieve just, equitable, and productive societies, and promote the development of skills necessary to work effectively with others from diverse identities and perspectives.

Academic study of diversity involves potentially controversial topics that might challenge your ideas, values, and beliefs. These moments should be viewed as learning experiences, and diversity courses encourage students to be open to these challenges with the intention of facilitating their own intellectual and social growth.

Diversity of opinions in the classroom will create a more dynamic learning environment, and course grades will be based on your critical thinking, not on your personal viewpoints.

Please note: Films and other media used in the course may contain thought-provoking and potentially controversial material. The instructor and the class will discuss how the material is germane to overall course goals and topics.
    To ensure an optimal learning environment, the following behaviors are expected from all members of the class:
    1. Think through your comments before you make them.
    2. Make comments to the entire group and not to the person(s) near you.

3. Never make derogatory comments toward another person in the class.
4. Disagree with ideas, but do not make personal attacks.
5. Be open to being challenged or confronted on your ideas or prejudices.
6. Challenge and confront others with the intent of facilitating growth, not to demean others.
7. Encourage others to speak up. Be especially encouraging of people who are working through their prejudices and attempting to grow as critical thinkers.
8. Be open to change.
9. See also Part 4 of the EKU Student Handbook[1]:

UNIVERSITY REQUIREMENTS

Financial Aid:

Federal Financial Aid must be earned by attending and successfully completing coursework. Students should be aware that withdrawing from the University or ceasing to attend classes can result in the following:
- A balance owed to EKU for the Federal Financial Aid received for that term that was not earned
- Loss of future financial aid eligibility

Student Progress:

When a student is unable to complete assignments and attend class on an ongoing basis, the student should consider withdrawing from CDF 424 on or before the university scheduled drop date. Students can determine their status in the class via graded assignments on Blackboard or by a face-to-face conference with the instructor of this course.

DROP and WITHDRAW DATES:

When a student is unable to complete assignments and attend class on an ongoing basis or is continually tardy/leaving early, the student should consider withdrawing from CDF 424 on or before the university scheduled drop date.

Students should refer to Colonel's Compass[2] for specific dates related to withdraws, fees and refunds.

Fall 2023 8-Week Term / First Session

No. Weeks of TERM.	8
Term Start Date	08/14/23
Term End Date	10/06/23
Last day to ADD or DROP a class. *Last day to change from P/F or Audit to GRADE.*	08/17/23
Mid-Term Date: Mid-Term *Grades Submission Deadline is 11:59 p.m.*	09/11/23
*Last day to WITHDRAW from class without a fee.	09/15/23

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[1] http://studentaffairs.eku.edu/studenthandbook
[2] https://colonelscompass.eku.edu/deadlines-adddrop-refunds

**Last Day to WITHDRAW from class. *Withdraw fee applies.*	09/24/23
Last day for 75% refund	08/21/23
Last day for 50% refund	08/24/23
Last day for 25% refund	08/27/23
Last Day to Change from Grade to AUDIT or P/F.	08/25/23

- *****Last day to withdraw without incurring a $50.00 per credit hour withdrawal fee. Students should withdraw through EKU Direct.
- ******Last day to withdraw from a course. A $50.00 per credit hour fee will be assessed (e.g., $150.00 for a 3-credit hour course). Students should withdraw through EKU Direct. Please note that students choosing to withdraw from the University (all courses) do not incur this withdrawal fee.

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Academic Integrity Statement

Academic Affairs Syllabus Statement[3]

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at the policy website. Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's Policy Website.

Cheating.

Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the student not only to abstain from cheating but also to avoid the appearance of cheating and to guard against making it possible for others to cheat. Any student who helps another candidate to cheat is as guilty of cheating as the student he or she assists. Each student should do everything possible to induce respect from the examination process and honesty in the performance of assigned tasks in and out of class.

Plagiarism

Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Plagiarism is offering another person's work as one's own. The language or ideas taken from another may range from isolated formulas, sentences, paragraphs, to entire articles copied from books, periodicals, speeches; the instructor's writings and materials developed for this course and any other course; and writing and works of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement is also considered plagiarism. Any student who fails to give credit for ideas and materials taken from another source is guilty of plagiarism.

STUDENT GRIEVANCE PROCEDURES

Students in Child & Family Studies courses that have a grievance concerning a course grade, faculty member, instructional procedure, or other issues related to this course must first discuss with the appropriate faculty member in an effort to resolve the issue.

ACCESSIBILITY ACCOMMODATION STATEMENT

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability.Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

INSTRUCTIONAL METHODOLOGY, POLICIES, & STUDENT EXPECTATIONS

Communication:

Blackboard / EKU e-mail is the official means of communication to inform students about changes to the class schedule, class requirements, and other issues. Ensure that your current e-mail address is reflected in Blackboard. Check your e-mail and Blackboard regularly for relevant course information and announcements.

Courtesy and citizenship:

You are expected to follow rules of common courtesy and professionalism in all your e-mail messages and contributions to the course. If you respond to another student's response, please
be judicious in your tone and language so as to not offend anyone.

The matter of communication via e-mail can be problematic if one or more members of a class view another student's "tone" as being snide, disrespectful, or uncooperative even though this
was not the intent. Please remember that we cannot see one another's faces or hear each other's voices to "read" various expressions.

I will not tolerate "flaming" e-mails in this course any more than I would tolerate an ugly outburst in the middle of class. If you are upset by something in the course, take a few (or many) deep breaths before you send an e-mail. It is very easy to say ugly things in a quick e-mail when you are particularly mad at trying to finish the homework at 2:00 am.

Instructional Methodology:

The instructor will use a variety of instructional methodologies to facilitate course information. These methodologies may consist of the following: class discussion boards, library research, videos, homework, group and individual assignments, published media, and self-directed learning. All methodologies are ultimately designed to promote learning and educational growth.

Course Participation:

Your continued participation is required in this course to ensure you are truly immersing yourself into course content.

Course Participation – Discussion Boards:

The Discussion Forum provides you the opportunity to respond to prompts by the professor and to engage in discussion with your peers. The questions will relate to course topics assigned from the chapters. You are required to respond to each Discussion Forum question with thoughtfulness, application of knowledge / critical vocabulary (i.e.- terminology from the week's readings/media), and a critical eye. **You are required to, at minimum, post an initial response of 500 words to the question(s), by Thursday at 11:59 pm (EST) and two responses of 250 words to your peers per Discussion Forum.** See rubric for grading information. Students must respond to peers Discussion Forum posts by Sunday at 11:59 p.m. (EST). Any post made after this will be considered late and will not be considered for a grade.

The Discussion Board rubric is found in the "Additional Resources" – "Rubrics" Folder on Blackboard.

Instructor Syllabi Policy:

The instructors reserve the right to modify the corresponding class syllabus to better facilitate the learning process, however, adherence to campus/department policies must be maintained.

Attendance Policy:

Regular online attendance is an expected and required part of this course. Students should "attend class" (i.e. – log in, participate, etc.) at least **3 days per week.** Ideally, students will be checking for Announcements/E-mails daily.

Your regular electronic attendance is required. My expectation is that you will login and contribute in a meaningful way. Since we are not in a classroom, it is easy to disappear for a few days, a week, even two weeks. By disappearing, I mean no communication from you via e-mail or as contributions to Class Discussions, submission of scheduled assignments, etc.

Please be mindful that a large portion of the grade is based upon your active participation. Lost participation for a Module is difficult to make up.

Student Expectations:

Students are expected to:

- Have reliable access to the Internet, and a computer on a daily basis.
- Check their student e-mail accounts and Blackboard daily.
- Complete all required assignments, readings, discussions, etc., as necessary to ensure you are getting everything you can from this course.

Professor Expectations:

The Professor is expected to:

- Respond to student e-mails within 24 hours during the weekday, and 48 hours on the weekends.
- Grade assignments and post scored within 7 days of submission.

Sensitive Nature of CDF Courses

Given the dynamics of individual, relational and familial development, CDF courses address many sensitive issues; this course is no exception. Family and relational issues occur in the context of sexual, racial/ethnic, political, religious/spiritual, economic/social class, and disability/challenge concerns. The discussion of such issues will increase the student's knowledge of developmental conditions in the modern world, but the information can be emotionally charged. It is also likely that the student will be exposed to a diversity of viewpoints; some viewpoints might differ substantially from the student's personal views. If the student chooses to remain in class, then she/he will be expected to respect the diverse viewpoints represented in course material, as well as the viewpoints of his/her classmates.

Revelation of Personal Information

This course addresses topics that are personal in nature. The student is encouraged to participate in class discussion/presentations, but the student is not required to share personal information with classmates. Also, the student is advised to use discretion in self-disclosure with classmates and the instructor. It is anticipated that fellow students will be respectful and not disclose information that is shared in class, but the instructor cannot guarantee confidentiality of information that the student shares with classmates. Thus, the student is responsible for the information that he/she shares and should not share information that he/she does not want others to know.

ASSESSMENTS, ASSIGNMENTS & PROFESSIONALISM

Professionalism and Written Communication

As we are covering a significant amount of material in a short amount of time, your organizational skills and dedication to the class are paramount. I expect all written communications to be professional and polished, using standard APA formatting. Written papers should be submitted using **Times New Roman, size 12 font, 1" margins, and be double-spaced**. Make sure to spell check and proofread!

Evaluation Methods:

All students shall be treated equally. Students will be evaluated based on their performance and total point accumulation. See *Course Requirements* for point allocation.

Student Progress:

The gradebook feature on Blackboard will be used and updated as required. It is the student's right and responsibility to know his/her grade at any reasonable point that information is requested by that student.

Assessment - Weekly Chapter Quizzes:

Quizzes will cover materials covered in the textbook and/or other assigned materials. Quizzes are administered online and can be found in the weekly module's folder.

Each quiz will consist of multiple choice, true/false questions or short answers. Quizzes are timed; you will have 60 minutes to complete the quizzes. Each quiz can only be accessed once; you cannot re-take, re-start quizzes.

Quizzes will be made available between Thursday at 8:00 a.m. and Sunday at 11:59 p.m. (EST). After the quiz closes on Sunday at 11:59 p.m. (EST). it will be taken offline, and students will not have access to it.

There are no make-up quizzes, unless in extreme emergency situations; you have several days of flexibility in which to complete quiz assignments.

EKU Films:

All films titled "EKU Film" on your course outline and weekly modules can be found through EKU's library website. These can be digitally streamed for viewing.

Assignments, Deadlines, and Late Submission of Work:

You are expected to complete all assignments by the assigned dates and times. All assignments must be typed, neat, complete, accurate, grammatically correct, and on time.

Written assignments must be submitted in a .doc, .docx, or .rtf format. If the instructor CANNOT open a file due to formatting issues or the file is blank, you will receive a grade of "0". All students are required to check assignment submission to ensure the proper document was submitted. If you accidentally submit the wrong file, email the professor immediately (before the due date/time) with the correct assignment for proof. The professor will delete the assignment and the student can submit the correct file.

Follow APA guidelines (refer to recommended textbook) when appropriate. This is an upper-level course; therefore, upper division level work is EXPECTED!

Submission Receipts on Blackboard

When you submit a Blackboard assignment, you can see proof that you have submitted. This is called a submission receipt and consists of a page with a brief summary of the assignment details and a date and time of submission.

It includes your **Name, Assignment Name, Assignment ID, Module ID, Date and Time of Submission**, a Unique Submission ID and links to all the submitted files.

If you have submitted an assignment and need to verify when it was submitted, please follow the directions: To see a history of your past submission receipts, go to My Grades and click on the Submission Receipts link at the bottom of your grade history.

Students can copy and save this number as proof of their submissions and evidence for academic disputes. For assignments with multiple attempts, students receive a different number for each submission.

If the instructor has requested a submission receipt, take a screen shot of the specific submission receipt to provide to your instructor.

Late Assignments

Scheduled assignments are stated on the syllabus and are due on the specified due date and times. Due dates may or may not be extended during the semester to accommodate schedule changes. ***Late assignments will not be accepted and will result in a grade of "0".*** Work will not be accepted via e-mail, mail or through a classmate either.

Most of the agencies that will employ Child & Family Studies graduates are private, nonprofit agencies that depend on grants to fund salaries. Grant applications must follow the granting agency's guidelines and be turned in on time to the minute or they will not be considered for funding. Think of assignments as grant applications. If they are turned in a minute late, they will not be considered for grading (funding). If the guidelines for the assignment are not followed, the grade (salary) will be lowered.

GRADING

EVALUATION METHODS AND GRADING SCALE

All students shall be treated equally. Students will be evaluated based on their performance and ==total point accumulation==. See *Course Requirements* for point allocation.

Grades will be calculated on the following basis:

Grades will be calculated on the following basis:

Requirement	Points Possible
Personal Intro/Poem	15
M1 Discussion Forum	20
M1 Quizzes (10 pts each X 2)	20
M2 Discussion Forum	20
M2 Quizzes (10 pts each X 2)	20
M3 Journal Assignment	20
M3 Wiki	30
M3 Quizzes (10 pts each X 2)	20
M4 Discussion Forum	20
M4 Quizzes (10 pts each X 2)	20
M5 Journal	20
M5 Wiki	30
M5 Quizzes (10 pts each X 3)	30
M6 Discussion Forum	20
M6 Quizzes (10 pts each X 3)	30
M7 Journal	20
M7 Wiki	30
M7 Quizzes (15 pts each X 1)	15
M8 Final Project (Parts 1-3)	75
M8 Final Project (Part 4)	20
M8 Quizzes (5 pts each X 1)	5

Total 500

Grading Scale
- A= 90% and above all possible points (450-500 pts)
- B= 80% and above all possible points (400-449 pts)
- C= 70% and above all possible points (350- 399 pts)
- D= 60% and above all possible points (300-349 pts)
- F= below 60% of all possible points (< 299 pts)

Borderline Grades:
For this course, there are no borderline grades.
In order to pass the course, all course requirements must be completed, including attendance and class participation. There is no make-up work. Grades are based on receipt of 90%, 80%, 70%, and 60% of the **total**

points available for the term; **the whole value of the number determines the grade.** Grades will not be rounded up from the decimal point value. For example, 89.67% will not be rounded up to 90%.

NON-DISCRIMINATION AND HARASSMENT, TITLE IX, AND PREVENTION STATEMENT
Academic Affairs Syllabus Statement[4]
EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to Green Dot EKU[5].
EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.
If you would like to obtain confidential help from someone who does not have to report the information, please go to EKU Title IX[6] for resources. The Policy on Discrimination and Harassment is available here.
Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:
Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
Jones 416
Lindsey.Carter@eku.edu
859-622-8020

CAMPUS RESOURCES

Disclosures of Discrimination, Harassment, or Violence
EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. It also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you share information that indicates that you have witnessed or experienced such behavior, your instructor will have to provide that information to university officials; consider this in choosing what information you post. If you would like to obtain confidential help from someone who does not have to report the information, please go to EKU's Title IX resources[7] for resources, including the following:
- EKU Student Health Services, 859-622-1761
- EKU Counseling Center, 859-622-1303
- Title IX at EKU, 959-622-8020
- Bluegrass Rape Crisis Center, 800-656-4673 (hotline)
- Hope's Wings Domestic Violence Program, 859-623-4095

MENTAL/PHYSICAL WELLNESS RESOURCES:
Eastern Kentucky University is committed to the wellbeing of all students.

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[4] https://academicaffairs.eku.edu/syllabi
[5] http://greendot.eku.edu/
[6] http://titleix.eku.edu/resources
[7] https://titleix.eku.edu/

Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:

EKU Counseling Center After Hours Urgent support line:	(859) 622-1303
National Suicide Hotline:	(800) 273-8255

Students may contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	(859) 622-1761
EKU Psychology Clinic:	(859) 622 2356
EKU Counseling Center:	(859) 622-1303
EKU Women's Health Clinic:	(859) 622-1761

Counseling Services:

Feeling lonely and depressed? Having panic attacks? Experiencing test anxiety? Having difficulty with family or friends? The counseling center provides professional, short-term counseling services to university students, faculty and staff. These services include individual counseling, group counseling, couple counseling, family counseling, and crisis intervention. All currently registered University students, faculty, and staff are eligible for counseling services. For additional information on services call (859) 622-1303, email, or visit CPO 52, Whitlock Building Room#571. For self-help resources visit the EKU counseling services[8].

Writing Assistance:

EKU's Noel Studio for Academic Creativity is a free resource offering writing, communication, and research support for undergraduate and graduate students from any major or class. At the Noel Studio, trained consultants can help you with essays, presentations, research posters, visual aids, multimodal products, and more through peer-to-peer meetings called consultations, which are available both in-person (on the EKU Richmond campus) and online (via Zoom). Students can ask for help at any stage of the communication process—from brainstorming to final revision, and every point in between! You can learn more about consultations at https://studio.eku.edu/about-consultations; schedule your own consultations by following the directions at https://studio.eku.edu/schedule-appointment. Have questions or need help scheduling? Stop by the Noel Studio (located in the Crabbe Main Library), call the Noel Studio on (859) 622-7330, or use the chat box at studio.eku.edu!

STUDENT SUCCESS CENTER:

The Student Success Center, located on the ground floor of the library, provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 150 courses, as well as other services including mentoring, workshops, advising, study space, computer use, and with any questions related to your college experience. Drop-in visits are welcome, and no appointment is necessary.

Visit www.successcenter.eku.edu or email successcenter@eku.edu for more information.

Location: Student Success Center (Library 106D) Contact Information: Dr. Ashley Sweat, 859-622-2469

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[8] http://counseling.eku.edu/self-help-resources

IT Geeks

Any EKU student is eligible for support and consultations from the IT Geeks. Troubleshooting is generally limited to 15-minute sessions if there are other clients waiting for help, but if there is no line a Geek will be glad to work longer to resolve your issue unless we immediately know the issue should be dropped off for advanced support.

IT Service Desk: If you are having trouble with Blackboard contact the IT Geeks

Students-IT Geeks
-Call: 859-622-GEEK
-Email: geeks@eku.edu
-Tweet: @EKUGeeks
-Website[9]

EKU LIBRARIES

EKU Libraries is a hub for free resources (both print and electronic) that students will need to be successful in their courses and at EKU. Our services and collections are fully accessible for both on-campus and distance/online students. EKU Libraries offers places for individual and group study as well as professional research guidance, virtual or in person, from one of many qualified and friendly EKU librarians.

Tight on time or taking classes online or at a distance? A library staff member can pull an item from our shelves and put it on hold for pick up at our Main Desk, and we can also mail items to off-campus students.

Research help is also available in a variety of ways. We offer walk-up help or visit our Ask Us page to search our Frequently Asked Questions (FAQ) section, chat with a live librarian, or schedule a research appointment either in person or via Zoom.

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[9] http://geeks.eku.edu

Contact Information

Professor: Dr. Mary Aileen Sciaraffa
Office: # 206A Burrier
Phone.: 859.622.2391
E-mail: mary.sciaraffa@eku.edu

Catalog course description

Growth and development from conception to three years. Emphasis on family intervention, appropriate policies and practices for group care, assessment, disabilities, multicultural and gender issues, and caregiver professional growth. Credit hours: 3

Required Text:

- Maguire-Fong, M. J. (2020). *Teaching and Learning with Infants and Toddlers: Where Meaning-Making Begins*. Teachers College Press.

- Darling-Kuria, N. (2010). Brain-Based Early Learning Activities: Connecting Theory and Practice.

Additional Requirement:

★ Purchase an assortment of colors of playdoh
★ Subscribe to the Apple TV+ app for two months and watch the docuseries *Becoming You.* The cost is $4.99 a month with a 7-day free trial. You should be able to access Apple TV+ via your computer or any smart device available.

Student Learning Outcomes:

At the end of the session the student will be able to:
1. Describe the interrelationship between infants and toddlers in the areas of physical, intellectual, language, social, emotional, gender, and cultural development as well as assessments.
2. Observe infant and toddler behavior and child-adult interactions and interpret these behaviors in terms of development, pre-literacy, and cultural appropriateness
3. Identify and describe factors within the classroom environment that impact children's development and provide recommendations to improve the learning environments, especially early literacy
4. Describe the reciprocal and cyclical relationship between assessment and curriculum planning
5. Identify the need for establishment of relationships with adults in children's lives to meet children's needs

University Syllabus Requirements

FINANCIAL AID:

Federal Financial Aid must be earned by attending and successfully completing coursework. Students should be aware that withdrawing from the University or ceasing to attend classes can result in the following:

- A balance owed to EKU for the Federal Financial Aid received for that term that was not earned
- Loss of future financial aid eligibility

Important Term Dates for Spring B 8-week term

Students should refer to [Colonel's Compass](#)[1] for specific dates related to withdrawal, fees and refunds.

No. Weeks of TERM	8
Term Start Date	03/18/24
Term End Date	05/11/24
Last day to ADD or DROP a class. *Last day to change from P/F or Audit to GRADE.*	03/21/24
Mid-Term Date:*Mid-Term Grades Submission Deadline is 11:59 p.m.*	04/15/24
*Last day to WITHDRAW from class without a fee.	04/19/24
**Last Day to WITHDRAW from class. *Withdraw fee applies.*	04/28/24
Last day for 75% refund	03/25/24
Last day for 50% refund	03/28/24
Last day for 25% refund	03/31/24
Last Day to Change from Grade to AUDIT or P/F.	03/28/24

*Last day to withdraw without incurring a withdrawal fee. Students should withdraw through MyEKU.
**Last day to withdraw from a course. A $50.00 per credit hour fee will be assessed (e.g. $150.00 for a 3 credit hour course). Students should withdraw through MyEKU. Please note that students choosing to withdraw from the University (all courses) do not incur this withdrawal fee.

*Last day to withdraw without incurring a withdraw fee. Students should withdraw through EKUDirect.
**Last day to withdraw from a course. A $50.00 per credit hour fee will be assessed (e.g. $150.00 for a 3 credit hour course). Students should withdraw through EKUDirect. Please note that students choosing to withdraw from the University (all courses) do not incur this withdraw fee.

Classes End – 05/13/23
Grades submitted online (EKU Direct) by faculty no later than 05/15/23 at 1 p.m.

EKU Syllabus Statements

The most up-to-date syllabus statements can be found on [EKU's Syllabus Statements](#)[7] page. This syllabus was created in compliance with these policies and EKU's syllabi policy. Please review the following:

- Accessibility Accommodation Statement
- Academic Integrity
- Non-Discrimination and Harassment, Title IX, and Prevention Statement

ACADEMIC INTEGRITY:

Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity policy is available at http://www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

ACCOMMODATIONS FOR DISABILITIES:

The University strives to make all learning experiences as accessible as possible. If you are registered with the EKU Center for Student Accessibility (CSA), please request your accommodation letter from the CSA. Please review the [EKU Accessibility Polic](#)y[2].

DISCRIMINATION, HARASSMENT, OR VIOLENCE WILL NOT BE TOLERATED AT EKU:

[1] https://colonelscompass.eku.edu/

[2] https://academicaffairs.eku.edu/syllabi

EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. Please review the EKU [Discrimination and Harassment, Title IX, and Prevention Statement](#)[3].

Mental/Physical Wellness Resources
Eastern Kentucky University is committed to the wellbeing of all students.
Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:

EKU Counseling Center After Hours Urgent support line:	(859) 622-1303
National Suicide Hotline:	(800) 273-8255 or dial 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	(859) 622-1761
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EKU Women's Health Clinic:	(859) 622-1761

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[3] https://academicaffairs.eku.edu/syllabi

OFFICIAL E-MAIL:

An official EKU e-mail is established for each registered student, each faculty member, and each staff member.

Feedback & Response Time

All course assignments will be graded by Wednesday after they were due on the previous Sunday.

Email will be returned within 24 hours during the 5-day workweek and 48 hours during the 2-day weekend.

Course Requirements and Evaluation Methods:

Grading in this course is based on a 100-point scale as follows in the detailed course requirements and evaluation table below. There are 100 points in total in the course. The numbers included with each assignment below indicate the points possible per assignment.

90-100=A, 80-89=B, 70-79=C, 60-69=D, 50 & below=F

Module (Topic and Readings)	Module Assignments
One Infants as Active Meaning-Makers; Relationships Shape the Developing Brain Darling-Kuria Chapter 1 Maguire-Fong Chapters 1,2,3 *Becoming You*-Episode One	**Assignment 1.1-Introduction Blog (1 Points)**-Introduce yourself by sharing a little about your past, present, and future. 1) Think back to your early years, what were they like? If you have one, share a picture of you as an infant or toddler. If you were the adult in control of your early experiences, how would they have been different? What were the positives and challenges in your early childhood? 2) How have your early experiences shaped who you are today? Tell me about your present. 3) About your future. Reflect on your future influence on infants and toddlers and their families. What do you hope to achieve? **Assignment 1.2-A Meal for Maria and Mario (2 PT ASSIGNMENT)** Reflect on two vignettes. Consider each from the perspective of the baby and compare the experience of Maria with Mario. (Page 4 of Maguire-Fong) **Assignment 1.3-Video Reflection: Reading Babies (1 PT Blog)** Watch the short video clip *Reading an Infant's Expressions* What do you notice? What is the baby saying? How should the adult respond/communication with the baby based on their expressions? **Assignment 1.4-Family Education (3 PT Adobe Spark)**-Make a playdoh model of the brain. In your pod/vodcast share your model with families discuss the importance of brain development during the early years. **Assignment 1.5-Module One Reflection (2 PT) Using Flipgrid reflect on 5 things you've learned and never want to forget.** **Assignment 1.6-*Becoming You* (2 PT Assignment)**
Two Policies that Support Relationships; Care Routines: Context for Joy & Learning Darling-Kuria Chapter 2 Maguire-Fong Chapters 11, 12, 13	**Assignment 2.1-Video Reflection Care Routines (3 PT Blog)** Watch the video *Snack Time: Four infants at once.* This is a weekly assignment that will require students to reflect videos respond to posed questions. **Assignment 2.2- Family Education (3PT Adobe Spark)**- Create an Adobe Spark Presentation. Include a video for families and early childhood professions, about knowledge from the infant's point of view. Select one topic: Environments, Care Routines, or Guidance. **Assignment 2.3-Visionary Infant and Toddler Program Environments (2 PT Assignment)**-View the attached PowerPoint on I/T environments and answer the questions on the slides prior to the pictures. **Assignment 2.4-Module Two Reflection (2 PT) The Five things I do not want to forget from this week's content-Using Flipgrid explain five points from this week's content that has impacted you and that you want to always remember.**
Three Knowledge from the Infant's Point of View; Observing: Where teaching and learning begins Darling-Kuria Chapter 3 Maguire-Fong Chapters 4 & 5 *Becoming You*-Episode Three	**Assignment 3.1-Reflection of *Two Babies Observe Each Other* (1pt Blog) This** is a weekly assignment that will require students to reflect on videos responding to posed questions. **Assignment 3.2- Family Education (3PT Adobe Spark)** Include a video for families discussing the importance of selecting a quality care environment for infants and children. What are indicators of quality? **Assignment 3.3-Infant Toddler Curriculum (3 PT Assignment)**-You are the curriculum specialist in a top-notch infant/toddler program. You are assisting three classrooms with curriculum planning for 2 children in each classroom. For this assignment, provide a detailed description of the 6 children, two children 6 wks-12 mos., two children 12 mos-24 mos., two children 24-36 mos. You will plan for these children based on your descriptions for the rest of the term. Provide the following details on each child: Age in months, sleeping pattern during care, feeding pattern during care, mobility/motor skills, verbal communication, social communication, overall developmental level, family involvement, other important information that will assist your planning. **Assignment 3.4-Module Three Reflection (2 Points)** The Five things I do not want to forget from this week's content-Using Flipgrid explain five points from this week's content that has impacted you and that you want to always remember. **Assignment 3.5-*Becoming You* Docuseries (2Pt)**
Four Brain Based Learning First Feelings: Emotional	**Assignment 4.1- Reflection of *First Time Friends* and *Self-Regulation during Year One* (3PT BLOG)** This is a weekly assignment that will require students to reflect videos respond to posed questions. **Assignment 4.2- Family Education (3PT Adobe Spark)** Create a presentation in

Development; Sense of Self: Social Development Darling-Kuria Pages 141-156 Maguire-Fong Chapters 6 & 7 *Becoming You*-Episode Four	Adobe Spark. Include a video for families and early childhood professions, about social/emotional development. Discuss your activity for assignment 4.3 within the video. **Assignment 4.3-Individual Child Planning Guide (3 Points) Assignment**- It is the first day your program has been in operation since before the winter holiday. You anticipate some separation issues with the children in your program. Using your knowledge of social emotional development, plan for each of the children. **Discuss these activities during your Family Education video.** **Assignment 4.4- Brain-Based Activity. (1PT)** Put theory into practice by explaining how the *Puppets as People* activity on page 148 is a "brain builder". **Assignment 4.5-Module Four Reflection (2PTS)** The Five things I do not want to forget from this week's content-Using Flipgrid explain five points from this week's content that has impacted you and that you want to always remember. **Assignment 4.6-*Becoming You* Docuseries (2PT)**
Five Brain Based Learning Thinking: Cognitive Development Darling-Kuria Pages 79-110 Maguire-Fong Chapter 9 *Becoming You*-Episode Six	**Assignment 5.1- Reflection of *A Clear Purpose Supports Persistence* (1PT)** This is a weekly assignment that will require students to reflect videos respond to posed questions. **Assignment 5.2- Family Education (3PT Adobe Spark)**-Make an Adobe Spark presentation for families and early childhood professions, about cognitive development. Include your original video, discussing your activity for assignment 5.3 within the video. **Assignment 5.3-Individual Child Planning Guide (3 Points) Assignment**- Plan a "brain builder" math or science activity for each of the children in your care using the guide provided. **Discuss this activity during your Family Education Presentation.** **Assignment 5.5- Brain-Based Activity (1PT).** Put theory into practice by explaining how the activity *One of These is not like the Others* on page 86 is a "brain builder". **Assignment 5.4-Module Five Reflection (2 Points).** The Five things I do not want to forget from this week's content-Using Flipgrid explain five points from this week's content that has impacted you and that you want to always remember. **Assignment 5.6 (2PT)-*Becoming You* Docuseries**
Six Brain Based Learning Communicating: Language Development Darling-Kuria Pages 65-78 Maguire-Fong Chapter 10 *Becoming You*-Episode Five	**Assignment 6.1- Reflection of *Call and Response* and *A 14-month-old read aloud* (3PT)** This is a weekly assignment that will require students to reflect videos respond to posed questions. **Assignment 6.2- Family Education (3PT Adobe Spark)**- Create a presentation using Adobe Spark. Include an original video for families and early childhood professions, about Language development. Discuss your activity for assignment 6.3 within the video. **Assignment 6.3-Individual Child Planning Guide (3 Points) Assignment**- Plan a "brain builder" language activity for each of the children in your care using the guide provided. **Discuss this activity during your Family Education presentation.** **Assignment 6.5 (2PT)- Brain-Based Activity.** Put theory into practice by explaining how the activity *Fingerplays* on page 76 is a "brain builder". Then, share a finger play. **Assignment 6.4-Module Six Reflection (2 PT).** The Five things I do not want to forget from this week's content-Using Flipgrid explain five points from this week's content that has impacted you and that you want to always remember. **Assignment 6.6 (2PT)-*Becoming You* Docuseries**
Seven Brain Based Learning Taking Action: Motor Development; Darling-Kuria Pages 125-140 Maguire-Fong Chapter 8 Becoming You-Episode Two	**Assignment 7.1- Reflection of *Ready to Walk* and *A moveable Stage for 2's* (3 PT)** This is a weekly assignment that will require students to reflect on videos respond to posed questions. **Assignment 7.2- Family Education (3PT Adobe Spark)** Create an Adobe Spark presentation. Include a video for families and early childhood professions, about motor development. Discuss your activity for assignment 7.3 within the video. **Assignment 7.3-Individual Child Planning Guide (3 PT) Assignment**- Plan a "brain builder" motor activity for each of the children in your care using the guide provided. **Discuss this activity during your Family Education presentation video.** **Assignment 7.5 (1 PT)- Brain-Based Activity.** Put theory into practice by explaining how the activity *Balance Beam* on page 132 is a "brain builder". **Assignment 7.4-Module Seven Reflection (2 Points).** The Five things I do not want to forget from this week's content-Using Flipgrid explain five points from this week's content that has impacted you and that you want to always remember.

	Assignment 7.6 (2PT)-*Becoming You Docuseries*
Eight Brain Based Learning The Beauty of Things: Aesthetic Development Darling-Kuria Pages 111-124 & 157-184 Provided Readings	**Assignment 8.1- Reflection of** *Twos Paint with Water and Clay Slip (*3 pt) This is a weekly assignment that will require students to reflect videos respond to posed questions. **Assignment 8.2- Family Education (3PT Adobe Spark)**- Create an Adobe Spark presentation. Include a video for families and early childhood professions, about Aesthetic development. Discuss your activity for assignment 8.3 within the video. **Assignment 8.3-Individual Child Planning Guide (2 PT) Assignment**- Plan a "brain builder" aesthetic activity for each of the children in your care using the guide provided. **Discuss this activity during your Adobe Spark.** **Assignment 8.5 (1PT)- Brain-Based Activity**. Put theory into practice by explaining how the activity *Designer Drums* on page 167 is a "brain builder". **Assignment 8.4-Module Eight Reflection (2 Points).** The Five things I do not want to forget from this week's content-Using Flipgrid explain five points from this week's content that has impacted you and that you want to always remember. **Assignment 8.6 (2 PT)-***Object of Wonder*

Module Point Listing (100 Points Total)

Module One (11 points submitted this module)
- Assignment 1.1-Introduction Blog (1 Points)
- Assignment 1.2-A Meal for Maria and Mario (2 PT ASSIGNMENT)
- Assignment 1.3-Video Reflection: Reading Babies (1 PT Blog)
- Assignment 1.4-Family Education (3 PT Adobe Spark)
- Assignment 1.5-Module One Reflection (2 PT) Using Flipgrid reflect on 5 things.
- Assignment 1.6-*Becoming You* (2 PT Assignment)

Module Two (10 points submitted this module)
- Assignment 2.1-Video Reflection Care Routines (3 PT Blog)
- Assignment 2.2- Family Education (3PT Adobe Spark)
- Assignment 2.3-Visionary Infant and Toddler Program Environments (2 PT Assignment)
- Assignment 2.4-Module Two Reflection (2 PT)

Module Three (11 points submitted this module)
- Assignment 3.1-Reflection of *Two Babies Observe Each Other* (1pt Blog)
- Assignment 3.2- Family Education (3PT Adobe Spark)
- Assignment 3.3-Infant Toddler Curriculum (3 PT Assignment)
- Assignment 3.4-Module Three Reflection (2 Points).
- Assignment 3.5-*Becoming You* Docuseries (2Pt)

Module Four (14 points submitted this module)
- Assignment 4.1- Reflection of *First Time Friends* and *Self-Regulation during Year One* (3PT BLOG)
- Assignment 4.2- Family Education (3PT Adobe Spark)
- Assignment 4.3-Individual Child Planning Guide (3 Points) Assignment-
- Assignment 4.4- Brain-Based Activity. (1PT)
- Assignment 4.5-Module Four Reflection (2PTS)
- Assignment 4.6-*Becoming You* Docuseries (2PT)

Module Five (12 points submitted this module)
- Assignment 5.1- Reflection of *A Clear Purpose Supports Persistence* (1PT)
- Assignment 5.2- Family Education (3PT Adobe Spark)
- Assignment 5.3-Individual Child Planning Guide (3 Points) Assignment-
- Assignment 5.5- Brain-Based Activity (1PT).
- Assignment 5.4-Module Five Reflection (2 Points).
- Assignment 5.6 (2PT)-*Becoming You* Docuseries

Module Six (15 points submitted this module)
- Assignment 6.1- Reflection of *Call and Response* and *A 14-month-old read aloud* (3PT)
- Assignment 6.2- Family Education (3PT Adobe Spark)
- Assignment 6.3-Individual Child Planning Guide (3 Points) Assignment- Pl
- Assignment 6.5 (2PT)- Brain-Based Activity.
- Assignment 6.4-Module Six Reflection (2 PT).
- Assignment 6.6 (2PT)-*Becoming You* Docuseries

Module Seven (14 points submitted this module)
- Assignment 7.1- Reflection of *Ready to Walk* and *A moveable Stage for 2's* (3 PT)
- Assignment 7.2- Family Education (3PT Adobe Spark)
- Assignment 7.3-Individual Child Planning Guide (3 PT) Assignment-
- Assignment 7.5 (1 PT)- Brain-Based Activity.
- Assignment 7.4-Module Seven Reflection (2 Points).
- Assignment 7.6 (2PT)-*Becoming You Docuseries*

Module Eight (13 points submitted this module)

- Assignment 8.1- Reflection of *Twos Paint with Water and Clay Slip* (3 pt)
- Assignment 8.2- Family Education (3PT Adobe Spark)
- Assignment 8.3-Individual Child Planning Guide (2 PT) Assignment
- Assignment 8.5 (1PT)- Brain-Based Activity.
- Assignment 8.4-Module Eight Reflection (2 Points).
- Assignment 8.6 (2 PT)-*Object of Wonder*

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Eastern Kentucky University
Department of Applied Human Sciences
Syllabus for CDF 741
CRN 21419 Spring 2024
Infant-Toddler Development & Group Care

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Contact Information

Professor: Dr. Mary Aileen Sciaraffa
Office: # 206A Burrier
Phone.: 859.622.2391
E-mail: mary.sciaraffa@eku.edu

Catalog course description

Growth and development from conception to three years. Emphasis on family intervention, appropriate policies and practices for group care, assessment, disabilities, multicultural and gender issues, and caregiver professional growth. Credit hours: 3

Required Text:

- Maguire-Fong, M. J. (2020). *Teaching and Learning with Infants and Toddlers: Where Meaning-Making Begins*. Teachers College Press.

- Darling-Kuria, N. (2010). Brain-Based Early Learning Activities: Connecting Theory and Practice.

Additional Requirement:

★ Purchase an assortment of colors of playdoh
★ Subscribe to the Apple TV+ app for two months and watch the docuseries *Becoming You.* The cost is $4.99 a month with a 7-day free trial. You should be able to access Apple TV+ via your computer or any smart device available.

Student Learning Outcomes:

At the end of the session the student will be able to:
1. Describe the interrelationship between infants and toddlers in the areas of physical, intellectual, language, social, emotional, gender, and cultural development as well as assessments.
2. Observe infant and toddler behavior and child-adult interactions and interpret these behaviors in terms of development, pre-literacy, and cultural appropriateness
3. Identify and describe factors within the classroom environment that impact children's development and provide recommendations to improve the learning environments, especially early literacy
4. Describe the reciprocal and cyclical relationship between assessment and curriculum planning
5. Identify the need for establishment of relationships with adults in children's lives to meet children's needs

University Syllabus Requirements

FINANCIAL AID:

Federal Financial Aid must be earned by attending and successfully completing coursework. Students should be aware that withdrawing from the University or ceasing to attend classes can result in the following:

- A balance owed to EKU for the Federal Financial Aid received for that term that was not earned
- Loss of future financial aid eligibility

Important Term Dates for Spring B 8-week term

Students should refer to [Colonel's Compass](#)[1] for specific dates related to withdrawal, fees and refunds.

No. Weeks of TERM	**8**
Term Start Date	**03/18/24**
Term End Date	**05/11/24**
Last day to ADD or DROP a class. *Last day to change from P/F or Audit to GRADE.*	**03/21/24**
Mid-Term Date:*Mid-Term Grades Submission Deadline is 11:59 p.m.*	**04/15/24**
*Last day to WITHDRAW from class without a fee.	**04/19/24**
*****Last Day to WITHDRAW from class.** Withdraw fee applies.*	**04/28/24**
Last day for 75% refund	**03/25/24**
Last day for 50% refund	**03/28/24**
Last day for 25% refund	**03/31/24**
Last Day to Change from Grade to AUDIT or P/F.	**03/28/24**

*Last day to withdraw without incurring a withdrawal fee. Students should withdraw through MyEKU.
**Last day to withdraw from a course. A $50.00 per credit hour fee will be assessed (e.g. $150.00 for a 3 credit hour course). Students should withdraw through MyEKU. Please note that students choosing to withdraw from the University (all courses) do not incur this withdrawal fee.

*Last day to withdraw without incurring a withdraw fee. Students should withdraw through EKUDirect.
**Last day to withdraw from a course. A $50.00 per credit hour fee will be assessed (e.g. $150.00 for a 3 credit hour course). Students should withdraw through EKUDirect. Please note that students choosing to withdraw from the University (all courses) do not incur this withdraw fee.

Classes End – 05/13/23
Grades submitted online (EKU Direct) by faculty no later than 05/15/23 at 1 p.m.

EKU Syllabus Statements

The most up-to-date syllabus statements can be found on [EKU's Syllabus Statements](#)[7] page. This syllabus was created in compliance with these policies and EKU's syllabi policy. Please review the following:
- Accessibility Accommodation Statement
- Academic Integrity
- Non-Discrimination and Harassment, Title IX, and Prevention Statement

ACADEMIC INTEGRITY:

Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity policy is available at http://www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

ACCOMMODATIONS FOR DISABILITIES:

The University strives to make all learning experiences as accessible as possible. If you are registered with the EKU Center for Student Accessibility (CSA), please request your accommodation letter from the CSA. Please review the [EKU Accessibility Policy](#)[2].

DISCRIMINATION, HARASSMENT, OR VIOLENCE WILL NOT BE TOLERATED AT EKU:

[1] https://colonelscompass.eku.edu/
[2] https://academicaffairs.eku.edu/syllabi

EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. Please review the EKU [Discrimination and Harassment, Title IX, and Prevention Statement](#)[3].

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Two Policies that Support Relationships; Care Routines: Context for Joy & Learning Darling-Kuria Chapter 2 Maguire-Fong Chapters 11, 12, 13	**Assignment 2.1-Video Reflection Care Routines (3 PT Blog)** Watch the video *Snack Time: Four infants at once.* This is a weekly assignment that will require students to reflect videos respond to posed questions. **Assignment 2.2- Family Education (3PT Adobe Spark)**- Create an Adobe Spark Presentation. Include a video for families and early childhood professions, about knowledge from the infant's point of view. Select one topic: Environments, Care Routines, or Guidance. **Assignment 2.3-Visionary Infant and Toddler Program Environments (2 PT Assignment)**-View the attached PowerPoint on I/T environments and answer the questions on the slides prior to the pictures. **Assignment 2.4-Module Two Reflection (2 PT) The Five things I do not want to forget from this week's content-Using Flipgrid explain five points from this week's content that has impacted you and that you want to always remember.**
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Seven Brain Based Learning Taking Action: Motor Development; Darling-Kuria Pages 125-140 Maguire-Fong Chapter 8 Becoming You-Episode Two	**Assignment 7.1- Reflection of *Ready to Walk* and *A moveable Stage for 2's* (3 PT)** This is a weekly assignment that will require students to reflect on videos respond to posed questions. **Assignment 7.2- Family Education (3PT Adobe Spark)** Create an Adobe Spark presentation. Include a video for families and early childhood professions, about motor development. Discuss your activity for assignment 7.3 within the video. **Assignment 7.3-Individual Child Planning Guide (3 PT) Assignment**- Plan a "brain builder" motor activity for each of the children in your care using the guide provided. **Discuss this activity during your Family Education presentation video.** **Assignment 7.5 (1 PT)- Brain-Based Activity.** Put theory into practice by explaining how the activity *Balance Beam* on page 132 is a "brain builder". **Assignment 7.4-Module Seven Reflection (2 Points).** The Five things I do not want to forget from this week's content-Using Flipgrid explain five points from this week's content that has impacted you and that you want to always remember.

	Assignment 7.6 (2PT)-*Becoming You Docuseries*
Eight Brain Based Learning The Beauty of Things: Aesthetic Development Darling-Kuria Pages 111-124 & 157-184 Provided Readings	**Assignment 8.1- Reflection of *Twos Paint with Water and Clay Slip (*** 3 pt) This is a weekly assignment that will require students to reflect videos respond to posed questions. **Assignment 8.2- Family Education (3PT Adobe Spark)**- Create an Adobe Spark presentation. Include a video for families and early childhood professions, about Aesthetic development. Discuss your activity for assignment 8.3 within the video. **Assignment 8.3-Individual Child Planning Guide (2 PT) Assignment**- Plan a "brain builder" aesthetic activity for each of the children in your care using the guide provided. **Discuss this activity during your Adobe Spark.** **Assignment 8.5 (1PT)- Brain-Based Activity**. Put theory into practice by explaining how the activity *Designer Drums* on page 167 is a "brain builder". **Assignment 8.4-Module Eight Reflection (2 Points).** The Five things I do not want to forget from this week's content-Using Flipgrid explain five points from this week's content that has impacted you and that you want to always remember. **Assignment 8.6 (2 PT)-***Object of Wonder*

Module Point Listing (100 Points Total)

Module One (11 points submitted this module)
- Assignment 1.1-Introduction Blog (1 Points)
- Assignment 1.2-A Meal for Maria and Mario (2 PT ASSIGNMENT)
- Assignment 1.3-Video Reflection: Reading Babies (1 PT Blog)
- Assignment 1.4-Family Education (3 PT Adobe Spark)
- Assignment 1.5-Module One Reflection (2 PT) Using Flipgrid reflect on 5 things.
- Assignment 1.6-*Becoming You* (2 PT Assignment)

Module Two (10 points submitted this module)
- Assignment 2.1-Video Reflection Care Routines (3 PT Blog)
- Assignment 2.2- Family Education (3PT Adobe Spark)
- Assignment 2.3-Visionary Infant and Toddler Program Environments (2 PT Assignment)
- Assignment 2.4-Module Two Reflection (2 PT)

Module Three (11 points submitted this module)
- Assignment 3.1-Reflection of *Two Babies Observe Each Other* (1pt Blog)
- Assignment 3.2- Family Education (3PT Adobe Spark)
- Assignment 3.3-Infant Toddler Curriculum (3 PT Assignment)
- Assignment 3.4-Module Three Reflection (2 Points).
- Assignment 3.5-*Becoming You* Docuseries (2Pt)

Module Four (14 points submitted this module)
- Assignment 4.1- Reflection of *First Time Friends* and *Self-Regulation during Year One* (3PT BLOG)
- Assignment 4.2- Family Education (3PT Adobe Spark)
- Assignment 4.3-Individual Child Planning Guide (3 Points) Assignment-
- Assignment 4.4- Brain-Based Activity. (1PT)
- Assignment 4.5-Module Four Reflection (2PTS)
- Assignment 4.6-*Becoming You* Docuseries (2PT)

Module Five (12 points submitted this module)
- Assignment 5.1- Reflection of *A Clear Purpose Supports Persistence* (1PT)
- Assignment 5.2- Family Education (3PT Adobe Spark)
- Assignment 5.3-Individual Child Planning Guide (3 Points) Assignment-
- Assignment 5.5- Brain-Based Activity (1PT).
- Assignment 5.4-Module Five Reflection (2 Points).
- Assignment 5.6 (2PT)-*Becoming You* Docuseries

Module Six (15 points submitted this module)
- Assignment 6.1- Reflection of *Call and Response* and *A 14-month-old read aloud* (3PT)
- Assignment 6.2- Family Education (3PT Adobe Spark)
- Assignment 6.3-Individual Child Planning Guide (3 Points) Assignment- Pl
- Assignment 6.5 (2PT)- Brain-Based Activity.
- Assignment 6.4-Module Six Reflection (2 PT).
- Assignment 6.6 (2PT)-*Becoming You* Docuseries

Module Seven (14 points submitted this module)
- Assignment 7.1- Reflection of *Ready to Walk* and *A moveable Stage for 2's* (3 PT)
- Assignment 7.2- Family Education (3PT Adobe Spark)
- Assignment 7.3-Individual Child Planning Guide (3 PT) Assignment-
- Assignment 7.5 (1 PT)- Brain-Based Activity.
- Assignment 7.4-Module Seven Reflection (2 Points).
- Assignment 7.6 (2PT)-*Becoming You Docuseries*

Module Eight (13 points submitted this module)

- Assignment 8.1- Reflection of *Twos Paint with Water and Clay Slip* (3 pt)
- Assignment 8.2- Family Education (3PT Adobe Spark)
- Assignment 8.3-Individual Child Planning Guide (2 PT) Assignment
- Assignment 8.5 (1PT)- Brain-Based Activity.
- Assignment 8.4-Module Eight Reflection (2 Points).
- Assignment 8.6 (2 PT)-*Object of Wonder*

EKU College of Letters, Arts and Social Sciences—Department of Communication
ORGANIZATIONAL COMMUNICATION
CMS 350—001 (CRN 21916, 3.0 hrs.)
Spring 2023

Professor: Dr. X	**Class Meetings:**	MW 1:25—2:40, Combs 309
E-Mail:	**Office Hours:**	MTW 9:30—11:00 OBA
Office: Combs 311	**Phone:**	859-622-xxxx

Text: Kramer, M.W. & Bisel, R.S. (2020). *Organizational Communication: A Lifespan Approach (2nd Ed)*. Oxford University Press. ISBN-10: 0190925809 ISBN-13: 978-0190925802

There will also be supplemental readings available through Blackboard.

Catalogue Description:
CMS 350 Organizational Communication. (3) I. Prerequisite: ENG 101 or 101R. An introduction to the principles, theories, and practice of communication within organizations. Emphasis will be placed on different perspectives of organizational communication, in addition to emergent issues such as newcomer assimilation, organizational culture, networks, decision-making, emotion, diversity, technology, and values.

We live in an organizational world. Throughout our lives, we are "educated, employed, entertained, and exasperated by organizations[1]." We need to know more about how they work. Given the impact of organizations on our daily lives, a competent communicator must develop greater understanding of the processes of organizational communication, cognition, and behavior. Improved understanding allows for a sharper critical analysis and evaluation of the organizations in which we spend so much of our lives.

This course is designed to help you "see" organizations differently and challenge the taken-for-granted-assumptions about what organizations are, and what they can be. By exploring organizational communication, you can become attuned to how you interact with and influence others as you navigate organizational life.

Student Learning Outcomes:
By the end of this course, each student will be able to:
- Distinguish organizational communication from other related areas of study
- Identify the essential theories of, and approaches to, organizational communication
- Analyze and interpret patterns of communication and interaction in organizations
- Apply the principles, theories, and approaches to their own experiences in organizations
- Create a scholarly case study and presentation analyzing a real-life organization

Grading Information:
    1. 6 in-class Quizzes (6@40 pts = 240 pts)
    2. 2 Case Studies (100 pts)
    3. Case Study Presentation (30 pts)
    4. Reflection Papers/In-class Activities (80 pts)

Total Points = 450

[1]Mintzberg

Grade	%	Min Points
A	90-100	405
B	80—89.99	360
C	70—79.99	315
D	60—69.99	270
F	< 59.99	

In order to receive the grade specified, students must earn the number of points listed above.

Quizzes. There will be six written quizzes covering material from the readings and from class discussion. The specific content and format of the quizzes will be discussed in greater detail during the semester. Students seeking special accommodations for quizzes need to follow official channels, well **in advance** of the first quiz.

Case Studies. Each student will work with one or more peers on case study examinations of real-life organizations. Students are expected to work cooperatively with their peers and contribute in an equitable manner. Individual contribution to this group effort may be assessed quantitatively at the end of the semester.

Reflection Papers. You will have brief written assignments throughout the semester that allow you to apply concepts and principles from the class to real life organizations.

These assignments will generally be 1-2 pages in length. All assignments must be typed, double-spaced, with 12-point font (unless otherwise instructed). Adherence to basic grammar and writing rules is expected for full credit on these assignments. Please contact the Noel Studio if you need assistance with your writing. Any assignment turned in after its due date and time will be considered late and subject to a complete or partial point deduction.

Student Progress
You will be able to keep up with your grades on a week to week basis via Blackboard "My Grades." If you think you need to drop the course, please discuss that possible decision with your instructor and bear in mind these deadlines:

Jan 22: The last day to add a course or to drop without receiving a "W" on your transcript.
Jan 31: The last day to convert the class to Audit or Pass/Fail.
March 13: The last day to drop **without** a withdrawal fee.
April 9: The last day to drop the course **with** a withdrawal fee.

For additional information, consult the Spring 2023 academic calendar on the Colonel's Compass:

https://colonelscompass.eku.edu/spring-2023-deadlines-adddrop-refunds

University Policies
The following policies are described in detail at this link:

https://academicaffairs.eku.edu/syllabi

- Accessibility Accommodation Statement
- Academic Integrity Statement
- Discrimination and Harassment, Title IX, and Prevention Statement

Attendance Policy
https://titleix.eku.edu/sample-attendance-policies#One

Students should make every effort to attend every class meeting. In the case of an excused absence with proper documentation, extended deadlines or alternate activities will be provided for any graded activities. However, these accommodations do not always provide equivalent learning opportunities. An acceptable excuse is a doctor's excuse, a University excuse, or a catastrophic emergency resulting in unavoidable absence. Arrangements to complete alternate activities, such as another version of an exam, must be made within one week of returning to class; otherwise, a zero will be recorded.

Technology and Email
EKU requires all students and faculty to use their University email accounts for all correspondence. This course requires the use of Microsoft Word. If you do not currently have this software on your computer, EKU provides Microsoft 365 Plus free to all students. You can find instructions on installing the application at this site: https://it.eku.edu/support/students-microsoft-office-365-pro-plus

All electronic communication with the Professor should adhere to the standards of professional etiquette. E-mails should have a proper subject heading, be concise, and contain only essential information. Students can expect up to a 48-hour response time for non-emergencies.

Helpful Resources:

Noel Studio
The Noel Studio for Academic Creativity is a free resource offering writing, communication, and research support for undergraduate and graduate students from any major or class. At the Noel Studio, trained consultants can help you with essays, presentations, research posters, visual aids, multimodal products, and more. Students can ask for help at any stage of the communication process—from brainstorming to final revision, and every point in between. Consultations are fully online for Fall 2020. You can learn more about online consultations at studio.eku.edu/online-consultations. Schedule your own online consultations by following the directions at https://studio.eku.edu/schedule-appointment. Have questions or need help with scheduling? Use the chat box at studio.eku.edu.

The Student Success Center
The Student Success Center provides free assistance for all EKU students. Students can request tutoring in more than 150 subjects, as well as other services including mentoring, workshops, advising, study space, computer use, and to ask questions related to your college experience. The EKU Gurus are trained tutors and mentors in the Student Success Center. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, test preparation, stress management, and more. Drop-in assistance is available at our Library location on the ground floor. We also have Gurus available in Whitlock 347 and for drop-in questions in the Keen Johnson IT location. Online assistance is available by request or drop in on our Discord server: https://discord.gg/gtxKrnk. For more information, visit our website at www.successcenter.eku.edu or email successcenter@eku.edu.

Library Support
You will need to use the library's electronic and hard-copy resources in this course. EKU Libraries' Distance and Online Learning page is designed to help if you are taking online/remote classes. You can find answers to most of your questions in this section. For example, the library will mail hard copies of books or articles to an address for free using UPS, and you can return them to the library for free. If this section does not answer your questions, you can use the **"Ask Us" live chat feature** located on the upper-left corner of every library webpage. The online chat is available all weekdays and weekends/holidays at varying hours.

Additional Resources in the Area
Please keep the following numbers handy in case you or a friend may need the services offered by any of the organizations.

- o EKU Student Health Services   622-1761
- o EKU Counseling Center   622-1303
- o Title IX at EKU   622-8020
- o Colonel's Cupboard https://communityservice.eku.edu/Cupboard   622-3855
- o Ampersand Sexual Violence Resource Center of the Bluegrass   800-656-4673
- o Hope's Wings Domestic Violence Program   859-623-4095
- o National Suicide Prevention Lifeline   800-273-8255

CMS 350 Spring 2023
Course Schedule[1]

Date	Discussion Topics		Reading
1/18	Course Introduction, Syllabus		
1/23	Metaphors of Organization		Ch. 1
1/25	Organizational Entry		Ch. 2, 3
1/30	Organizational Encounter		Adler & Adler (1988)*
2/1	Classical Approach		**Case Study Assignments**
2/6	Classical Approach	Q1	Ch. 4
2/8	Human Relations/Resources		Bourdain (2007) Noguchi (2015)*
2/13	Communicating in Networks		Ch. 5
2/15	Communicating in Networks		Pfeffer (2010)*
2/20	Communicating in Networks	Q2	
2/22	Organizational Culture		Ch. 6
2/27	Organizational Culture		Van Maanen (1991), Tharp (2009)
3/1	**EKU Career Fair**		
3/6	**Case Study #1 Presentations**		
3/8	Relationships in Organizations	Q3	Ch. 7, Ibarra (2019)*
3/13	**Spring Break—No Class**		
3/15	**Spring Break—No Class**		
3/20	Relationships in Organizations		
3/22	Emotion in Organizations		Scott & Myers (2005)*
3/27	Emotion in Organizations	Q4	
3/29	**Advising Day**		
4/3	Leadership		Ch. 8
4/5	Leadership		
4/10	Decision-Making		Ch. 9
4/12	Work Life Conflict	Q5	Ch. 10, 12 (Thompson, 2020)*
4/17	Work Life Conflict		Ch. 12
4/19	Changing Work		Ch. 13, 15
4/24	Organizational Exit		Gershon (2017), Kanter (2011)*
4/26	Wrapping Up	Q6	
5/1	**Case Study #2 Presentations**		
5/3	**Case Study #2 Presentations**		
5/8	**Finals Week**		

[1]This is a living document. This schedule can be modified when necessary. Changes in the course will be announced and explained in class.

CMS 350 Spring 2023 Course Readings

Adler, P., & Adler, P. (1988). Intense loyalty in organizations: A case study of college athletics. *Administrative Science Quarterly*, *33*(3), 401-417. Retrieved from Business Source Premier database.

Bourdain, A. (2007). Who cooks? From *Kitchen Confidential Updated Edition: Adventures in the Culinary Underbelly* (pp. 55-63). New York: Ecco.

Gershon, I. (2017, August). How work changed to make us all passionate quitters. Retrieved August 10, 2017, from https://aeon.co/essays/how-work-changed-to-make-us-all-passionate-quitters

Ibarra, H. (2019). A lack of sponsorship is keeping women from advancing into leadership. *Harvard Business Review Digital Articles*, 2–7.

Kanter, R.M. (2011, November). How great companies think differently. *Harvard Business Review*, *89*(11), 66-78.

Noguchi, Y. (2015, July). Zappos: A workplace where no one and everyone is the boss. Retrieved from http://www.npr.org/2015/07/21/421148128/zappos-a-workplace-where-no-one-and-everyone-is-the-boss.

Pfeffer, J. (2010). Building Efficient and Effective Social Networks. From *Power: Why Some People Have It and Others Don't*. New York: Harper Collins.

Scott, C., & Myers, K. K. (2005). The socialization of emotion: Learning emotion management at the fire station. *Journal of Applied Communication Research, 33*(1), 67–92. https://doi-org.libproxy.eku.edu/10.1080/0090988042000318521

Tharp, B. M. (2009). Four organizational culture types. *Hawort Organizational Culture White Paper*.

Thompson, D. (2020). The coronavirus is creating a huge, stressful experiment in working from home. *The Atlantic,* 13 March, https://www.theatlantic.com/ideas/archive/2020/03/coronavirus-creating-huge-stressful-experiment-working-home/607945/. Accessed 26 May 2020.

Van Maanen, J. (1991). The smile factory: Work at Disneyland. In Frost, P., Moore, L., Louis, M., Lundberg, C., & Martin, J. (Eds.), *Reframing organizational culture* (pp. 58-76). Newbury Park, CA: Sage.

Eastern Kentucky University
CMS 375
Intercultural Communication
3.0 hours of credit; CRN 22340
Syllabus, Spring 2024
Dr. X, Instructor
Phone: 859-622-2876
Email:
Office: 314 Combs Building
Office Hours: Monday 9am-noon; Tuesday 8:30am-9:30am; Thursday 8:30am-9:30am
and by appointment

Please note that I reserve the right to make adjustments in the assignments, format, and due dates of this class at any time during the course. Such adjustments will *only* be made to enhance the course and/or meet the unique learning needs of the students who are enrolled.

Note: Your participation in this course is the equivalent of a professional commitment. Please treat it as such. By your enrollment/participation in this course, you agree to the policies stated in this syllabus.

Course Description & Overview:
CMS 375 Intercultural Communication. (3) A. Prerequisites: CMS 100, CMS 200, CMS 210, or CMS 215. A practical and theoretical study of the basic elements of interpersonal communication and culture as the two relate to one another. Enhance cross-cultural communication competencies and strengthen understanding of the cultural and global flow of information.

Intercultural Communication is designed to give students an overview of the problems, issues, and processes involved with communicating with people of different cultures and sub-cultural backgrounds. As such this course will not only investigate people from different countries and of different nationalities (*e.g., Africa, China, Iran, Iraq, Israel, Pakistan, Japan, Australia, etc*.), we will also explore different sub-cultures (*e.g., African Americans, Mexican Americans, the disabled, Indigenous peoples, etc*.) seeking to understand their differences within our nation's borders and how these differences invite many unique questions, dilemmas, and insights.

As a group we will attempt to investigate the communication processes, be they productive or adversarial, across these different cultures and sub-cultures with an emphasis on intercultural perceptions, values, and language barriers among different groups/populations.

In general, the study of *culture* within society means that we must do more than make ourselves aware of how we view different cultures and sub-cultures; it means that we must spend a great deal of time using a multi-disciplinary lens to analyze and critique the various ways that we see ourselves as well as the way we see others. The concepts and issues to be examined this semester are not concrete or factual. As a result, it will be our task not only to learn specific information or concepts, but also to learn to think critically about the social determinants of culture and social behavior.

Each of us has been socialized in different ways over the course of our lives. We have been taught the correct behavior from our families, communities, and various other relational connections. This socialization has affected who we are and how we behave more than we realize. Furthermore, we have been taught to respond, often unconsciously, to one another with a pattern of attitudes, beliefs, and behaviors (our personal schema). Overall, we have acquired the power to be sexist, homophobic, heterosexist, racist, classist, ageist, ableist, etc., even though we are often unaware that we hold these beliefs. To understand culture, we must as a group understand how these processes create inequality, indifference, and apathy for other cultures and sub-cultures. If you leave this semester with that sense of knowledge, humility and inner awareness/insight, then I will have accomplished my task as the facilitator of your intercultural education.

We must develop a foundation of respect so that all of us can fully participate. Your experience in this class will help to broaden and enrich your educational and social experiences this semester. Please keep in mind that when

discussing issues in this class, all ideas will be respected and accepted as long as they are argued critically, and I ask that you respect the ideas expressed by myself as well as your classmates. There will be times when we must agree to disagree, but we should never do at the compromise of others.

Please respect each other in and out of class –think before you speak! Make sure that your thoughts and expressions are pleasing, well-stated, and critically thought-out comments and observations – before they proceed out of your mouths. Our class discussion will not be an opportunity for anyone…myself included, to postulate our own worldviews on our unassuming classmates, nor will we/I use this class as a platform to bash any group's idiosyncratic ways.

STUDENT LEARNING OUTCOMES:

1. To analyze the concepts of Intercultural Communication, including but not limited to, general cultural norms, values and beliefs held among different cultural groups, sub-cultural norms, values and beliefs, the impact of racism, classism, sexism, etc. on cultural exchanges/communication.
2. To analyze perspectives about the influence of culture on the sending and interpreting of messages.
3. To describe the various complexities of communication in different cultural communication exchanges.
4. To explain the salient intercultural theories that drive intercultural communication and the functionality of sub-cultures in different cultural groups.
5. To analyze the influence of your own cultural situation upon the sending and interpreting of messages.

In addition, CMS 375 addresses the following competencies:

Writing: To communicate effectively using standard written English. (Students complete assigned written exercises designed for improved self-awareness of intercultural communication strengths and weaknesses.)
Reading: To understand, analyze, summarize, and interpret a variety of reading materials. (Class discussions and examinations cover assigned required reading.)
Integrated Learning: To think **critically** and make connections in learning across the disciplines.

Textbook:
For this semester, EKU has made available all course materials for students at no cost for undergraduate classes. This First Day/ Inclusive Access program is powered by the B&N Bookstore and Cengage partnership, which offers your course materials within Blackboard. You have access to your eBook, Communication Between Cultures, from day one in Blackboard, and you do not need to make any standalone purchasing options for this course.

BLACKBOARD—Online communication center. This site includes online syllabus, daily calendar, additional suggested links, class announcements, etc. You should get in the habit of checking Blackboard AND your EKU email account on the days we have class.

*Please note that additional reading material (articles, books and book chapters) will be assigned during the duration of the course.

OVERALL COURSE EVALUATION:

GRADING SCALE
A   90-100
B   80-89
C   70-79
D   60-69
F   59 & below

What I Expect from You:
1. Be on time for all class meetings. Tardy students really annoy me!!
2. Interact productively in class discussions and group activities. Class participation is encouraged. Please be considerate of others' viewpoints. I encourage you to listen to others' experiences and ideas. If something offends you, please respond in an appropriate manner. If something interests you, let us know!

3. Because the course involves in-class exercises which elaborate on the materials in the text, it is the student's responsibility to have read the assigned material **prior** to the day it is assigned. You know the reading assignments for each class. Please read them PRIOR to attending class. **While I will discuss important concepts during class, I will not review all of your assigned reading.** I will, however, welcome any and all questions you have regarding these readings.
4. Successfully deliver an instructional individual workshop about his/her paper.
5. Submit all written assignments TYPED at the BEGINNING of the class period on the designated date. No late assignments will be accepted unless negotiated IN ADVANCE of the class session in which they are due. You will forfeit points on any assignment that is not submitted on the assigned due date.
6. Complete all major assignments (workshops, class assignments and tests). FAILURE TO COMPLETE THE PAPER OR THE WORKSHOP WILL RESULT IN AN 'F' FOR THE COURSE - regardless of your accumulated point total. Failure to complete any major assignment will result in a drop of one letter grade for each assignment missed.

Classroom Civility

There are certain basic standards of classroom civility that should be adhered to, particularly in a communication course. Civility does not eliminate appropriate humor, enjoyment, or other features of a comfortable and pleasant classroom community. Classroom civility does, however, include the following:
1. Displaying respect for all members of the classroom community, both your instructor and fellow students.
2. Attentiveness to and participation in lectures, group activities, workshops, and other classroom exercises.
3. Avoidance of unnecessary disruptions during class such as private conversations, reading the newspaper, using your cell phone to text or browse the Internet, and doing work for other classes.
4. Avoidance of racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community.

If a student consistently exhibits behavior that disrupts the class or contributes to a negative communication climate, action will be taken, including forced withdrawal from the course. In addition, all university students are expected to abide by the Student Code of Conduct.

CLASS POLICIES:

RESPONSIBILITY AND ACCOUNTABILITY:

EKU considers students to be individuals who are responsible for their own behaviors. Students are expected to make decisions with an awareness of the consequences which will most likely result from these decisions. Decision-making without considering the resulting consequences **is not** justifiable behavior if the consequences put the student's academic efforts at risk. In other words, if you enroll in a class, you are obligated to meet the responsibilities of this class, regardless of other commitments, including work, family, and other class obligations.

Please seek input & help in a timely manner.
If you have a question about an assignment, please do one of the following:
Visit during office hours. This is your best option for receiving valuable feedback – there are logical limits to handling issues electronically via email. You can email for quick input – such as questions with "yes" or "no" answers. Please give your instructor at least 12 hours to respond to your email. Do not expect emails sent after business hours to be answered prior to the next morning. If you are still reading this, email me the name of your favorite Taylor Swift song.That includes weekends – I never read my EKU email on weekends, which includes Sunday nights. I am here to help you and enjoy doing so. Let's just be reasonable and understand that I work a professional schedule, not a student schedule.

"Proper Format" All written work for this class must be submitted in "proper format," with no exceptions. Failure to adhere to this format will result in the loss of one full letter grade on any written assignment. While some assignments may require somewhat different emphases of the style, in general proper format means the following:
1. Typed in a 12-point, non-artistic, standard font, such as Times New Roman. All of your papers should have 1" margins all around.
2. Has a proper heading including your name, the class number (e.g. CMS 375), your CRN, and the assignment title (e.g. "Journal #1"). This heading should be single-spaced and placed in the upper right hand corner of the first page only. Do not use a separate title page!

3. Has a descriptive title (not simply "My Journal" for example) that gives your reader an idea of what your work is about—"How My Past Has Influenced My Cultural Perceptions."
4. Body text (not heading text) is double spaced; heading text is single-spaced. Is always stapled (not paper-clipped or left loose.) You provide your own staple.
5. Meets but does not exceed the page requirements for the assignment. If, for example there is a two page minimum, you must at least have three quarters of page two of the assignment to receive full credit.
6. For assignments longer than 2 pages, appropriate page numbers are included on each page.
7. Document research sources effectively, both with in-text and bibliographic citations.
8. Your work must adhere to rules of good style and grammar. I deduct points based on your abuse of the English language. If you are unsure of your grammar usage, visit the Noel Studio for Academic Creativity for a consultation.

Technology

Dr. X's Policy: Students in my classes are expected to demonstrate professional behaviors with their use of electronic devices in the classroom. The use of cell phones/smart phones, tablets and/or laptops to text, email or surf the Internet during class and/or assessments is **banned** except as directed or allowed by the instructor.
- To assist in your learning the material for the course, you must be engaged in the class.
- Use of these electronic devices for outside activities during your class is disrespectful to both the professor and your peers.

All devices must be turned to silent or vibrate for the duration of the class period.
- If you are expecting an emergency phone call, speak to your professor prior to class. If you receive that call during class, you will leave the room to answer it.

Students with documented permission (from the CSA) may use laptops and/or tablets in the classroom for note taking.
- In these cases, students must disable the wireless capabilities of the device.
- Students may not post these recordings/videos to the Internet and/or share them with other students.

Failure to adhere to the policies set forth by your professor may result in referral to the Office of Student Conduct and Community Standards, which may, in turn, result in sanctions under the Student Conduct Code as well as academic penalties.

If something *imperative* is going on in your life and you need to be notified during our 75-minute class period, please sit at the back of the room with your phone on vibrate and leave the room to take the call. You are required to be courteous of all members of our classroom (please see "Civility" above). **When I see you making noise with or being distracted by or using your phone (or other such technology), I will deduct five (5) points from your individual grade for the semester. Please turn off, or set to silent, all devices.**

Copyright

Copyright law protects this syllabus, my lectures, and all materials distributed and presented by me during this course. You are authorized to take notes in this class, but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized, and it is a violation of Eastern Kentucky University policy, to sell, license, commercially publish, distribute, transmit, display, nor record notes from this class unless you have my written consent to do so. If you are acting as a representative of the CSA, I must receive a written request for you to act as note taker, and then I will only provide my permission for note taking in writing.

Important Dates:
This course begins on Tuesday, January 16th.
Last day to register or drop a full semester course is January 22nd.
Last day to withdraw from full semester course without incurring a fee is March 11th.
Midterm grades will be issued no later than March 4th.
Last day to withdraw from a full semester course (fee assessed) is April 7th.
The final exam is Tuesday, May 7th from 8am-10am.

You are required to have an active email account. You should get in the habit of checking your email AT LEAST on the days we have class for messages regarding class work, grades, etc. An official EKU e-mail is established for each registered student, each faculty member, and each staff member. If you are still reading this, spam my email with a picture of a puppy. All University communication sent via e-mail will be sent to this EKU e-mail address. It is important that you check your official EKU email daily, as I may send class updates by email.

You are required to have an active Blackboard account and to check it frequently.

By now, you may also be familiar with ChatGPT and other AI writing tools that some writers are using to enhance their writing AND to write their work for them. You are not authorized to use AI writers, software, or artwork-generating programs (or similar) to produce work for this class. Work written by an AI writing tool is not your own original work and as such is not acceptable in this class.

Plagiarism means that you have used any material composed by someone else (or work composed by yourself for another class that you then submit to my class as original work) or quoted material without attributing the original source of the information, a practice that violates the EKU honor code. Please review your college catalog and the honor code penalties that apply to such actions. If you have any questions as to whether you may be plagiarizing your work for CMS 375, please be sure to contact me well in advance of the due date of your assignment. **I also consider "double dipping" (submitting the same work to me that you submitted for another class assignment, whether in my class or for another professor) to be plagiarism.**

Unethical Behavior is anything designed to subvert the learning process. In addition, I consider any other act designed to avoid participating in the learning process to be a violation of the academic integrity policy. Violations such as (but not limited to) submitting work to my class that you already submitted for another class (double dipping), buying and submitting papers that you did not write, or using a bot to write your paper, etc. will be penalized.

Academic Integrity Policy: Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity Policy is available at: http://studentrights.eku.edu/academic-integrity-policy. Questions regarding the policy may be directed to the Office of Academic Integrity at 859-622-1500.

I DO NOT ACCEPT ANY ASSIGNMENT ON EMAIL—NO EXCEPTIONS! So please do not ask me if you can email me your work. As an adult, it is YOUR responsibility to have toner for your printer, money in your account to print, paper for your printer, etc. I will only grade assignments that are turned in to me in class, typed on paper.

All assignments must be turned in at the beginning of the class period which they are due in order for you to receive full credit for your work. Any assignment that is turned in late (late means any time after class has started on the day which the assignment is due) will automatically lose points.

No extra credit assignments will be made available to students to compensate for inferior work early in the semester. High standards in performance and analysis are expected from the start.

Attendance: **I take attendance at the beginning of class.** If you arrive after I have taken attendance for the day, it is your responsibility to inform me of your arrival once our class concludes. Please assume that if you do not inform me of your arrival that I have marked you "absent" for the day.

Attendance is expected. Excessive absences will not be tolerated by the instructor. Roll WILL be taken at the beginning of each class. **It is entirely possible that you may fail this class due to excessive absences**. Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences are subject to failing the course. Students enrolled in TR sections may not exceed **4** unexcused absences for the semester. If you are more than five minutes late to class or have to leave more than five minutes early at the end of class, you will be considered "absent" for that day. If you get up during the middle of class, and you leave class for more than five minutes, you will be counted absent for the day. *I suggest you keep track of your absences so you will know where you stand regarding this policy.*

For the purposes of this course, "excused absences" include verifiable medical or family emergencies (including a positive Covid-19 test or note from a contact tracer), University-approved activities (accompanied by a University excuse), illness (yours or a family member's), and other absences as outlined in the University's "Student Absence from Class" policy.
https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6acr_student_absence_from_class.pdf
Students should be prepared to document the reasons for the absence. If you must miss class, please know that you are responsible for all of the material covered in class that day. Deadlines for assignments can be renegotiated *only* **if your absence is a university-approved absence.** Documentation for excused absences must be submitted within one calendar week of the missed class. **If documentation is not provided by this time, the absence will be considered unexcused.** If absent, **you** are responsible for getting all information pertaining to the class on that given day. Make-up work will be accepted, when it is feasible to the outcomes of the classroom for you to make up the work you missed. **For example, some work, such as in-class learning activities, are impossible to make-up if you miss class, even with an excused absence.**

Attendance on the day of a scheduled presentation is absolutely MANDATORY, unless you have written notification by a physician or a university official to give to your instructor, PRIOR to our class time, indicating the impossibility of presenting your work in class on that scheduled date.

LATE ARRIVALS:
Coming into class late disturbs everyone. **It especially disturbs me.** Although tardiness occasionally cannot be helped, it is an expensive habit. In a professional situation, it can cost you a supervisor's good will, money, plus many more unpleasantries. Please treat your class attendance as a professional commitment. **You will not be allowed to enter class late when someone else is giving a presentation. Do not knock on the door either. It is your responsibility to be ON TIME.**

University Policies:
Please refer to this link for the official EKU Statements on Accessibility Accommodation, Academic Integrity, and Discrimination & Harassment and Title IX: https://academicaffairs.eku.edu/syllabi

Respect for Others: The foundation of effective communication is being "other-oriented." As wonderful as children are, please avoid bringing them to class. Because we want to create a classroom environment that is comfortable for all, you are asked to (1) pay attention and be fully engaged in classroom discussions and activities, (2) turn off all electronic devices in class (see above), (3) display respect for the instructor and your classmates by avoiding racist, sexist, crude, or other negative verbal or nonverbal messages that may make others in our classroom community uncomfortable, (4) be willing to accept others' personalities and listen to their opinions, even if they are very different from yours.

GRADING INFORMATON:
There will be a variety of learning activities for you to complete, all of which must be fulfilled in order to receive a passing grade for this course. The following serves as a synopsis of such activities and the criteria on which each will be evaluated. Your instructor MAY supply more specific criteria as the semester progresses. Use the following information, however, as a general guide.

Participation and Professionalism (Midterm and Final grade worth 50 points each=100 points): To achieve maximum benefit from this course, you must be willing to actively participate in the in-class activities and discussions. The more a) intelligent your comments, b) the more prepared you are for discussions and c) the more willing you are to make this class a productive educational experience for all, the more you will gain from this course.
Your contributions to class discussions and activities can be measured according to the following criteria:
1. Are you prepared for class discussions (e.g., you have completed your reading, you are prepared for discussion days, and you can answer class discussion questions knowledgeably)?
2. Are you willing and able to relate your own experiences and observations to class concepts?
3. Do you address individuals/ respond to statements by others in an appropriate manner? (Positive Face/ Positive Politeness/ Professionalism/ Classroom Civility)
4. Do you move the discussion along, not derail it?
5. Do you ask questions and/or paraphrase when needed and appropriate?

6. Are you enthusiastic and positive about course material?
7. Are you ready and willing to volunteer and participate in class activities and to provide constructive feedback for your classmates?
8. Do you take the class seriously? Meaning-are you on time for class? Do you show up to class with paper and pencil, not just sit in class and look at me? Do you refrain from being on your devices, or must I constantly remind you to put them away? Are you awake, engaged, and paying attention? Are you listening to what I am asking you to do in class, and following through (For example, do you participate in group activities, or just look at me when I ask you to do so?) Do you have a positive attitude about learning? Do you stay in class the entire time, or get up and leave in the middle of class and just disappear for a while?

Midterm & Final (2 exams worth 50 points each=100 points):
A large part of your grade will come from exams given to understand your comprehension of the reading material. The exams will be taken around mid-term week and during finals week. Exams will be in class, closed book and will incorporate a combination of various components such as, true-false, multiple choice, short answers, essays, and fill in the blank questions.

Personal Interview with an international student/person(s) (worth 25 points): For this assignment, you will conduct an interview with a person who is foreign-born and who has lived in the US for fewer than ten years. The purpose of the assignment is to learn about this individual's intercultural experience broadly defined. They should be someone you do not know well. They should not be your best friend or a family member. The paper should cover the following three areas: 1) a short background of your interviewee; 2) a summary of what you learned from the interview, and 3) your reflections about the interview from an intercultural communication perspective(including the incorporation of a minimum of five terms from the class and/or textbook, cited correctly). Also, you will be expected to provide evidence of your interview. You will be expected to provide a brief, informal discussion fo the paper with the class.

Potential areas for discussion include religion, gender roles, childhood, government, popular culture, the press, health care/issues, death, social classes, education, the family, and many more. In your paper describe the culture of your respondent. In what ways does it differ from American culture? Where is your respondent from and when did they come to America and Kentucky? What was his/her peak experience in the cultural dynamics of this region? (i.e., being in Kentucky, being in the South, etc). Did your respondent experience culture shock? Finally, use the questions from your interview to provide depth to your writing. In your concluding statements it would be appropriate to discuss your own cognitive dissonance with the interviewee. What new things did you learn about yourself as they related to the other individual's cultural difference? Limit your paper to no fewer than three and no more than four pages. Please feel comfortable inserting quotes in your writing that were stated by your respondent; however, be careful of using the entire paper to quote everything that transpired in the interview. Your paper should represent an accurate depiction of that individual's cultural perspectives and their insights as a member of the USA. **Their quotes should only be used to provide more depth to your work**. Finally, submit your paper in person on the due date making sure to include your name, course number, date and assignment title. Please do not include a cover page.

Cultural Encounter & individual presentation– 25 points
You are required to attend **one** cultural event/outing during this semester. You will attend the event on your own. Afterward, you will compose a one-page, typed reaction paper detailing the event itself and your perspective/response after attending. You will provide proof of attendance for the experience. Be sure to tell me what you learned from the experience. The paper is worth 10 points, and it is **due the next class period immediately after you attend an event**. You have a variety of activities to choose from to complete the cultural encounter assignment. Some options include: public lectures focusing on intercultural issues (the Chautauqua series is a great place to start!); foreign film or intercultural documentary screenings-not watching a movie on Netflix, you must attend a screening; cultural festivals; attending a religious service outside of your own house of worship; or performing arts events that highlight cultural diversity. Next, you will give a brief presentation in class about your event that you attended. Your presentation will last for at least 3 and more than 5 minutes. This workshop will 1) summarize your cultural encounter 2) give a background about the culture you experienced…in other words, you will tell us about the event you explored and 3) tell us what you learned about intercultural communication from this encounter or how this encounter changed you. Will you use research from this encounter

to inform your research paper at the end of the semester? This presentation is more informal than our end of the semester presentations, and guidelines for grading will be distributed to you later. **However, you must be prepared to present at the beginning of class on the day you submit your reaction paper for attending this event.** The oral presentation is worth 15 points.

Intercultural Communication Competence Paper (25 points each=50 points total):
Using the guidelines provided by your professor, assess your own intercultural communication competence. You will examine the cultures to which you belong, the co-cultures, and you will determine how motivated you are meeting people who are different from you. You will submit this assignment twice, at the beginning and at the end of the semester. Your second paper will reflect on what you have learned during the semester and will examine if your intercultural communication competence has grown or stayed the same.

Mass Media Assignment (25 points): Working in groups, students will locate a news article on an event or situation in a different culture. First, tell me what you would conclude about this culture, if it were your ONLY information about this society. Second, tell me what you think other cultures could conclude about the United States (or your culture), based on your knowledge of our media output (for example, what would someone from another country think about our country if his/her only observation of America was watching *The Bachelor*?). **Give careful consideration to all the media messages and exposure throughout your life. What do these messages say about our cultural values?** Students will present their group findings in class. Every member of the group should have an equal part of the presentation/speaking part.

Global Citizen/Intercultural Competence Paper (125 points total:)
For this project, you should write a 4–5-page paper based on the following prompt:
Why is it so crucial for individuals, businesses, organizations, etc. to function as global citizens/competent intercultural communication in today's society? Feel free to include a focus on specific issues existing in the world today and how global citizenry/intercultural communication competence might/would aid in resolving these issues. Additionally, I would encourage you to incorporate your own ideas/tips for how one might learn to think and function as a global citizen and successfully communicate across cultures.
You will incorporate a minimum of four quality sources, demonstrate excellent upper division writing skills, and type the paper (4-5 pages in length, double-spaced), using APA format. (Thanks to Patricia Witcher for help with this assignment prompt).

Intercultural Communication Competence Presentation:
In addition to the paper, each student will be required to present a summary of their paper, which will be a 6–7-minute presentation (with required slideshow) to the class. The presentations should summarize (not read) your paper, and focus on the following: how would you define intercultural communication competence, why do you think that practicing competence intercultural communication matters, what do you believe are some of the most significant challenges to achieving intercultural communication competence, what do you think are some of the best practices for becoming a competence communicator across cultures, and how will you utilize such skills in your career/life? (Thanks to Patricia Witcher for help with this assignment).

Additionally, perfect attendance is rewarded with 15 bonus points. Students without perfect attendance will not be penalized by this policy, but students who strive to attain perfect attendance shall be rewarded at the end of the semester with 15 bonus points added to the point total they've already earned. (This policy begins on the first day of class, not the first day YOU enroll in class.) **Excused absences are not equivalent to perfect attendance! In order to earn the 15 extra points, you must physically be in this class every day we meet!** I take attendance during the final exam. If you want extra credit, you must attend the final exam too.

This class is worth a total of ~ 450 points. The accurate and final point total will appear in Blackboard, so refer to Blackboard for the point total.

GRADING PROFILES:

These are the ways I view grades:

- ✓ When I assign a "**D**," I intend to communicate that the minimum standards for the assignment have been met, and also that *significant deficiencies exist.*
- ✓ When I assign a "**C**," I intend to communicate that the *basic expectations of the assignment have been met*; this is not a "bad" grade, nor a "punitive" grade, and it is one that I frequently assign. It's a grade that, theoretically, most work should receive. You have simply done what I have asked of you on any given assignment.
- ✓ When I assign a "**B**," I intend to communicate that the *quality of work is distinctly above that which the assignment required.* A grade of "B" does not indicate a deficiency—it means "above average," that is, "more than sufficient, even for a major in the discipline." You have done a bit *more than asked* on any given assignment.
- ✓ I assign an "**A**" to work that I *consider innovative, creative, intellectually rigorous, and demanding.* "A" work typically **integrates your reading** and almost always *goes well beyond (but still includes) the basic requirements of the assignment.*

Finally, please note—**I do not give you a grade, you earn a grade!!!**

DAILY SCHEDULE: *(Subject to change as the semester unfolds!)* You should read the assigned material **before** coming to class every day.

January 16	Course overview, distribute syllabus, introductions
January 18	Chapter 1 (Intercultural Communication: A Requirement for the Interdependent Global Society)
January 23	Guest Speaker— Study Abroad (Catch up day for Ch. 1 if needed)
January 25	Chapter 1 Continued; Begin Chapter 2 (Communication and Culture: The Voice and the Echo); Assign Intercultural Communication Competence paper in class; Ethnocentrism activity
January 30	Finish Ch. 2, Perspectives on your past activity; Communication Between Cultures video
February 1	Welcome to your new culture activity
February 6	Chapter 3 (The Deep Structure of Culture: Lessons from the Family)
February 8	Intercultural Comm. Competence Part I Paper Due; Begin Chapter 4 (Worldview: Cultural Explanations of Life and Death)
February 13	Guest Speaker—Martina Jackson-Haynes, CIEGE at EKU
February 15	Finish Chapter 4; Group Presentations on Religious Traditions
February 20	Review for Midterm Exam/Distribute Research Paper Assignment Overview; Possible guest speakers/panel of international students
February 22	Midterm Exam (Covers Chapters 1, 2, 3, & 4, plus anything else we have covered in class, including material presented by our guest speakers)
February 27	Chapter 6 (Cultural Values: Road Maps for Behavior); Culture in Change activity
February 29	Library Instruction Regarding Paper Assignment (Class meets in Library 319)
March 5	Finish Chapter 6; Cultural Interview due
March 7	Chapter 7 (Culture and Identity: Situating the Individual)
March 12	Spring Break--No class!!!

March 14	Spring Break—No class!!
March 19	Finish Chapter 7 (Discuss Mass Media Group Assignment)
March 21	Chapter 8 (Verbal Messages: Exchanging Ideas through Language)
March 26	TBA
March 28	Chapter 8 Continued
April 2	Chapter 9 (Nonverbal Communication: The Messages of Action, Space, Time, and Silence)
April 4	Finish Chapter 9; (Guest Speaker: Dr. Ginny Whitehouse)
April 9	Mass Media Group Presentations in class
April 11	Chapter Ten (Intercultural Communication in Contexts: Applications in Education and Healthcare)
April 16	Paper work day; class meets in the Noel Studio
April 18	Finish Chapter Ten; Papers are due today (Hard copy is due in class; paper must also be submitted to SafeAssign in Blackboard by 9:30 am today)
April 23	Practice/Review Day for your Paper Presentations (Meet with Consultants at the Noel Studio during class time)
April 25	Presentations, Day One
April 30	Presentations, Day Two
May 2	Presentations, Day Three, Intercultural Communication Competence Part II Paper Due
FINAL EXAM:	Tuesday, May 7th at 8:00 a.m. (Final exam covers Chapters 6-10, plus anything else we have covered in class since the midterm, including your classmates' presentations)

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COR 420 - Diversity and Corrections

Instructor

Dr. Deborah Louis

Email: deb@northmountains.org

Phone: 828-206-0128

Course Description

A comprehensive interdisciplinary survey of the issues, status, and special needs of substantial "non-mainstream" sub-populations within the U.S. correctional system, both as inmates and personnel. Focus subgroups include religious and ethnic minorities, women, the very old and very young, persons with mental and physical disabilities, LGBTQ populations, and immigrants. This is an online summer course cross-listed among Corrections, Criminal Justice, Women & Gender Studies, and African American Studies.

Note that this is a full 16-week semester compressed into six weeks--it will be intense and take up a big chunk of your life, but if you stay focused you'll come through with flying colors!

Required Texts

The Full Spectrum: Essays on Staff Diversity in Corrections, ed. Carla Small, American Correctional Association 2004

13th - video available in External Links

Unfortunately, the anthology of readings for this course is also no longer available, so I have made the individual papers accessible in Course Documents.

Learning Objectives

Students will 1) recognize the significance of diversity in respect to the U.S. correctional system, 2) recognize the major cultural and other subgroups which constitute the U.S. prison population today, 3) understand current advocacy for increasing diversity among corrections personnel and for training personnel in responding to "difference" and recognizing and accommodating special needs of particular subgroups, and 4) become familiar with the major program and policy approaches to resolving diversity issues in the U.S. corrections system. Achievement of these objectives will be measured by midterm and end-course testing and satisfactory completion of course requirements specified below.

Course Requirements

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1/3 – Commentaries and term project
1/3 - Attendance & participation (check-ins and discussion board)
1/3 - Midterm quiz and final examination

As the Grading Criteria will explain, grading is not expressed through "points" in this course. Please do not ask the "point values" of your grades.

Feedback on Student Progress

Feedback on student performance is continuous through the semester via Discussion Board, emails, grades, and responses to specific issues and concerns.

Course Schedule

FS=*The Full Spectrum*, CD=Course Documents, EL=External Links

Week 1: Introduction and Overview

Monday-Wednesday	Icebreaker exercise: EL/Instructions and video
Thursday-Friday	Format, content, and expectations
Reading:	FS/Fwd, Introduction, Chap.1; CD/"Making Sense of the Prison Industry"

Week 2: Cultural Diversity I

Monday-Wednesday	African Americans
Reading:	FS/Chap.9&10; CD/"The Black Family and Mass Incarceration," "Racial and Ethnic Disparities in Types and Sources of Victimization Inside Prison;" (view) *13th*
Thursday-Friday	Latinos and Immigrants
Reading:	FS/Chaps.5&6; CD/"Latinas/os and U.S. Prisons: Trends and Challenges," "Detention Archipelago: Jailing Immigrants for Centers," (survey) Detention Watch Network

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Wednesday	
Reading:	FS/Chaps.7&8; CD/"The Web of Steel and the Heart of the Eagle: The Contextual Interface of American Corrections and Native Americans," "Wounded Knee II and the Indian Prison Reform Movement," "Asian Americans and Pacific Islanders: From Incarceration to Re-Entry"
Thursday-Friday	<u>Religious diversity</u>
Reading:	FS/Chap.4; CD/"Muslims in Prison," "Walking the Line: Pipe and Sweat Ceremonies Prison," EL/(survey) The Prison Dharma Network, Jews in Prison *Access Midterm Quiz Sunday, complete and submit by 9pm Monday. (There will be space on the quiz to insert your term project plan as per the Guidelines.)*

Week 4: Gender Diversity

Monday-Wednesday	<u>Women</u>
Reading:	CD/"Addressing the Needs of Female Offenders," "Implementing Gender-Responsive Treatment for Women in Prison," "Throwaway Moms," "Prison Born;" EL: "America's Growing Gender Jail Gap."
Thursday-Friday	<u>Other gender identities (GLBTQ)</u>
Reading:	CD/"Gender Identity Disorders in Prisons: Legal Implications," "Sexual Orientation Perspectives of Incarcerated Bisexual and Gay Men;" EL/(view) *Cruel & Unusual*

Week 5: Age and Disabilitie

Monday-Wednesday	<u>Mental and physical disabilities</u>
Reading:	CD/"Mental Health in Corrections: The Continuing Dilemma," "Disablement, Prison, and Historical Segregation," "Walking Cane Use in Prison"
Thursday-Friday	<u>Older and younger offenders</u>

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Week 6: Addressing Disparities and Special Needs

Monday-Wednesday	Proposals for policy reform on both sides of the bars
Reading:	CD/"Meeting Correctional Offender Needs: An Ethical Response to Cultural Differences," "Working Collaboratively: Addressing the Needs of Federally Sentenced Juvenile Offenders;"FS/Chap.11; EL/"Privatization of Prisons"
Thursday-Friday	*Submit term project*. *Access Final Exam*, complete and submit by 9pm Friday.

Commentaries

Students will submit a 300wd essay (about 1/2 a single-spaced page) each week with a critical comment regarding something that stood out in the material or discussion as especially important, interesting, surprising, outrageous, or otherwise worthy of notice. The commentary should state a point of view supported by and referring to concrete information reviewed that week or from some other verifiable source. That is, this is NOT an off-the-top-of-your-head opinion about or reaction to something referred to that week, but a thoughtful, critical comment. It is also not a summary of all or part of the week's material—summaries will receive an automatic C for the assignment!

An Assignment Tracker is attached to this syllabus to avoid confusion about which assignments are due when. Notice these are due *BY*, not due *ON* dates! That is, these are "final deadline" dates but students are invited to submit work any time within that study period that fits their study schedule. (This is the case for Discussion Board posts as well.)

Discussion Board

A "forum" will also be posted each study period on the Discussion Board with questions or issues pertaining to that study period's topic. Students are required to respond thoughtfully to the question(s), pay attention to what other students are saying, and reply to at least one other student's post—this is as close to a conversation as we're able to get online without instant messaging! Again, points of view are to be supported by reference to verifiable information.   Due to problems in previous courses with some students waiting until the last minute to post their initial responses, I am now requiring that these be posted by the Tuesday or Friday evening following the post to allow reasonable time for everyone to complete the "reply" part of the assignment.

Term Project

The term project affords students the opportunity to learn about one subgroup in more depth than is possible in the whirlwind survey of the field we engage in together through the course. Students will

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Submitting Work Online

"Safe Assignments" portals for submitting written work with no risk of lost emails are set up for each commentary, exam, and paper under Submit Assignments. (Please be advised that this mechanism automatically scans for plagiarism!) Discussion Board posts should be typewritten or pasted directly into the window format for that purpose, <u>not as an attachment</u>, so as not to break the flow of the conversation--attaching files or links referred to in your post for those who want to pursue them is ok. Refer to the syllabus and Assignment Tracker regularly to avoid confusion as to assignment dates and topics! Normal turn-around time between submission and posting grades is 2-4 days.

Extra Credit

A list of books and films that may be critically reviewed for extra credit and guidelines for preparing extra credit reports are posted in the Course Information folder in Course Documents.

Official Email

An official EKU email account is established for each registered student, each faculty member, and each staff member. All University communications sent via email will be sent to the EKU email address.   However, for speediest response to course-related questions and issues, please use my "regular" email account in the heading of this syllabus. Maximum turn-around time for email response is 24 hours unless I have posted an announcement re delay.

Assignment Tracker for Diversity & Corrections

LABEL	ASSIGNMENT	THEME	DUE BY 9PM
db1	Discussion Bd 1	Icebreaker	Response Tuesday of week 1 Reply Wednesday of week 1
db2	Discussion Bd 2	Introduction	Response Friday of week 1 Reply Sunday of week 1
com1	Commentary 1	Week 1	Sunday of week 1
db3	Discussion Bd 3	African Americans	Response Tuesday of week 2 Reply Wednesday of week 2

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com2	Commentary 2	Week 2	Sday of week 2
db5	Discussion Bd 5	Native Am's/Asians	Response Tuesday of week 3 Reply Wednesday of week 3
db6	Discussion Bd 6	Religious Diversity	Response Friday of week 3 Reply Sunday of week 3
com3	Commentary 3	Week 3	Snday of week 3
mtq	*Midterm Quiz*		*Monday of week 4*
db7	Discussion Bd 7	Women	Response Tuesday of week 4 Reply Wednesday of week 4
db8	Discussion Bd 8	GLBTQ	Response Friday of week 4 Reply Sunday of week 4
com4	Commentary 4	Week 4	Sunday of week 4
db9	Discussion Bd 9	Disabilities	Response Tuesday of week 5 Reply Wednesday of week 5
db10	Discussion Bd 10	Older/Younger	Response Friday of week 5 Reply Sunday of week 5
com5	Commentary 5	Week 5	Sunday of week 5
db11	Discussion Bd 11	Reform Proposals	Response Tuesday of week 6 Reply Wednesday of week 6
tp	*Term Project*		*Thursday of week 6*
final	*Final Exam*		*Thursday of week 6*

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Feedback on student performance is continuous through the semester via Discussion Board, emails, grades, and responses to specific issues and concerns.

Course Structure

This course is structured like others in the online program. It's organized into 6 weekly lessons. Each lesson contains a list of objectives and a list of specific tasks. Using the instructional materials in each lesson and completing the tasks ensures that you are able to meet the objectives. The tasks for each lesson include reading assignments, discussion board posts, and written assignments.

Minimum Technical Skills Expected from Students

Students are expected to be able to use BlackBoard proficiently to access course content. Basic computer skills and knowledge of common software (browsers, word processing, etc.) are required. For assistance with these, please contact the EKU help desk at 859-622-3000.

- You must be able to access and use the Blackboard course site as well as your EKU student e-mail account during this course.
- You must have access to a high-speed Internet connection.
- You must have access to, and have basic skills in using, Microsoft Office, version 2007 or higher. If you do not have access to Microsoft Office, you may get Office 365 Pro Plus for free through your official EKU myMail account!
- You must have access to a PDF reader, such the free Adobe Reader.
- You must have operable computer speakers, as such media as YouTube videos and lecture videos may be used in this course.

EKU Student Tutoring / Consultation Services

As an online student at EKU, you have access to three completely free tutoring / consultation services: Online Consultations from the Noel Studio, EKU Gurus, and SmartThinking.

1. EKU Gurus are carefully selected upperclass students who offer homework assistance in more than 25 different subjects. If you are on the EKU main campus, you may visit the Gurus in the Student Success Center. If you are off campus, they are accessible via a number of options:
   1. EKU Student Success Center (Gurus) website
   2. Connect via phone: 859-622-7861

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Bright   Dark   Blues   **Grays**   Night

ways:

1. Noel Studio website
2. Online Consultations page
3. Online scheduling and consultation system
4. Noel Studio Hours
5. Send E-mail to Noel Studio Online Consultations
6. Noel Studio phone number: 859-622-7330

3. Smarthinking is a third-party tutoring service to which EKU Online subscribes. If you are an e-Campus student, you have access to this online service.
   1. Access Smarthinking tutors directly by selecting "Smarthinking" on the main menu of this course site.
   2. View videos on how to use Smarthinking on the Smarthinking Student Resources website.
4. Other EKU tutorial and academic support services are available on the EKU Tutoring Services website.

Technical Support

It is expected of students to have an adequate working knowledge of Blackboard and personal computer. If you encounter any Blackboard related technical problems, please contact Mike Johnson at Mike.Johnson@eku.edu

For all other technical problems such as retrieving forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in BlackBoard.

Additional Support Options

1. EKU's Information Technology department provides support services in a number of ways:
   1. EKU's Information Technology Website
   2. EKU's Information Technology Student Support Webpage
   3. EKU's Information Technology on Twitter
   4. EKU's Information Technology Service Desk on Facebook
   5. EKU's Blackboard Student Quick Start Guide
2. Blackboard provides an entire playlist of tutorial videos for students.

Virtual Office

The virtual office is a place where you can post questions about the course that may be of interest to other students. I will answer these questions as promptly as possible. Also, be aware that our

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Non-Participation Policy

Please be advised that instructors have the right to drop students from any course due to non-participation. For information read the <u>university's Use It or Lose It policy</u>

Withdraw Policy

Student withdrawing after the fifth week of class will be assessed a $50.00 per credit hour fee for late withdraw. For information on the full withdraw policy, please visit <u>EKU Withdrawal Information</u>

Netiquette

In this course, and in other courses at EKU, we will exercise netiquette. Simply put, netiquette (or network etiquette) is the contemporary term for the proper way we communicate and interact with each other using the World Wide Web. There are several general guidelines for proper netiquette. First, remember your emotions! Communication over electronic means (such as Blackboard discussion boards) can easily be misconstrued by tone or other actions. Carefully consider your comments before typing them on the computer. Second, never assume that a person is speaking for the organization that they may work for. In this course, it will be assumed that all opinions and correspondence are personal expressions of the author alone. Next, keep all of your comments professional. There is no need to converse online in this course with expletives or other slang terminology. Last, but most importantly, use common sense and employ the golden rule - treat others as you would like to be treated.

Syllabus Statements

Please visit <u>Syllabus Statements</u> to read the following policies:

- Accessibility Accommodation Statement
- Academic Integrity Statement
- Discrimination and Harassment, Title IX, and Prevention Statement

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Eastern Kentucky University
Department of Clinical Therapeutic Programs
COU 804: Counseling Diverse Populations
Spring 2024 (3 Credit Hours) CRN# 20467
Synchronous Online

Professor: Greg Sandman, PhD., NCC, LPCC
Office: Wallace 407
Phone: 859-622-8522
Office Hours: Please schedule a time to meet with Dr. Sandman during office hours if desired.
   Mondays & Wednesdays: 1:00-5:00 (Zoom)
   Tuesdays & Thursdays: 11:00am -3:00pm, (Office or Zoom)
Email: Gregory.sandman@eku.edu
To Schedule an Appointment: https://calendly.com/greg-sandman/office-hours-2
Classroom Information: Synchronous on Zoom

Class Meeting Dates: Tuesdays, 5:00 – 9:30 PM (See schedule for exact dates)
* Class begins January 23. Last class meeting is May 7.
*Full online instruction with specified online meeting dates and times. Students will log into a virtual classroom on specified days and times.
* LEC Lecture Schedule Type:100% Online: Synchronous Instructional Method, 3.000 Credits
Class meets: via Zoom:
https://eku.zoom.us/j/98524061526?pwd=aEVScHBlS09mUmFtb2V3endsUThIQT09

Note: This syllabus is a living document, edits and revisions may occur. If changes occur, I will notify you and provide an updated syllabus on Blackboard.

Catalog Description:
COU 804 Counseling Diverse Populations. Prerequisites COU 813, COU 840, COU 846. An examination of the application of counseling methods and concepts to non-majority groups. The lifestyle, values, customs, and attitudes of non-majority populations will be explored.

Required Texts:
Sue, D. W., Sue, D., & Sue, D. W. (2022). *Counseling the culturally diverse: Theory and practice*. 9th ed. New York: J. Wiley.
ISBN: 978-1-119-86190-4

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author

Recommended Texts:
Other texts, articles, documentaries, and films will be delivered via Blackboard. Students will also contribute to and review these sources via Blackboard.

Gallardo, M. E. (2014). *Developing cultural humility: Embracing race, privilege and power.* SAGE Publications, Inc. ISBN: 9781412998970

Takaki, R. (2008). *A different mirror: A history of multicultural America.* Back Bay Books, New York. ISBN-13: 978-0316022361 ISBN-10: 9780316022361

The 2014 ACA Code of Ethics and related resources are available for free from the ACA website at: http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources

The Multicultural and Social Justice Competencies: https://mymaileku-my.sharepoint.com/:b:/g/personal/gregory_sandman_eku_edu/EV_MlzqiPTRKhUZoow5nMCkBNOlkI4ez8WVp4_Bb4sOBZQ?e=IRJRuf

<u>Required Articles</u>:
  Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). *Multicultural and Social Justice Counseling Competencies*. Retrieved from MSJCC Competencies

  Smith, L., Velez, B., Chambers, C., & Baranowski, K. (2019) Economic disadvantages at the intersections: Contemporary stereotypes in the headlines. *Multcultural Counseling and Development.* Retrieved from Online Wiley Library

Other articles may be added to this list during the semester

Required Technology
  • Microsoft Word & PowerPoint
  • Internet access to utilize Blackboard, email, and Zoom

Student Program Learning Outcomes
  • Graduate Students are able to explain, discuss, and apply, clearly and accurately, the key concepts and central theories, and demonstrate expertise appropriate to the discipline.
  • Graduate Students are able to formulate and express important/essential questions and issues related to the discipline with clarity and accuracy, and appropriate depth and breadth.
  • Graduate students are able to identify, collect, analyze, and evaluate relevant information to understand essential questions and issues and to advance knowledge in the discipline.
  • Graduate Students are able to identify, analyze and evaluate underlying assumptions of arguments, abstract ideas, and alternative perspectives and theories.

- Graduate Students are able to generate new knowledge, application, or creative expressions through the self-reflective synthesis of information, evaluation, and analysis of critical questions or issues/problems related to their discipline.
- Graduate students are able to communicate clearly and logically using oral, written, and/or artistic forms.
- Graduate students are able to identify and demonstrate the ethical values appropriate to their discipline.

Student Course Learning Outcomes

These outcomes are taken from the standards set forth by the Council for Accreditation of Counseling and Related Programs (CACREP, 2016).

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

2. SOCIAL AND CULTURAL DIVERSITY

a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

c. multicultural counseling competencies

d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

e. the effects of power and privilege for counselors and clients

f. help-seeking behaviors of diverse clients

g. the impact of spiritual beliefs on clients' and counselors' worldviews

h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

5. COUNSELING AND HELPING RELATIONSHIPS

d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationship

(G) CACREP SCHOOL COUNSELING STANDARDS

G.2.g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

G.3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

(C) CACREP CLINICAL MENTAL HEALTH COUNSELING STANDARDS

2. CONTEXTUAL DIMENSIONS

j. cultural factors relevant to clinical mental health counseling

<u>**STUDENT EVALUATION PLAN**</u>

Minimum Course Requirements
You will write and submit all papers in standard APA format following the guidelines set forth in the *Publication Manual of the American Psychological Association* (7th ed., 2020), unless otherwise instructed. APA format includes a title page, level headings, text double-spacing, a 1" margin, and a reference page. Graduate-level writing includes correct grammar and spelling. All assignments will and must be submitted on Blackboard and not via email or in-person. All papers must be submitted in a Word document. Papers submitted as pdf's will not be graded and the student will receive a zero grade until the paper is resubmitted as a Word document.

Deadlines & Due Dates
You are responsible for completing and submitting assignments prior to the start of class on the due date indicated on the syllabus for each one. If you are concerned about your ability to meet a deadline or due date, please contact, and speak with me as soon as possible. Extensions are provided at the discretion of the instructor but not guaranteed unless you have a documented accommodation for it.
Late papers and projects will receive deductions of 10% per day they are late. After five days they will not be graded resulting in a Zero (0) for the assignment.
Please be sure to turn in all papers in Word format, not pdf. Anything other than a Word document will be returned to the student ungraded.

Evaluation Methods:
1. **Class Attendance/Participation**, one excused absence, 3% deducted from each add'l
2. **Roots Paper,** 50 points
3. **Research Article Review,** 50 points
4. **Blackboard Reflective Journals,** 80 points (10 points X 8 journals)
5. **Multicultural Action Plans**, 200 points (2 levels X 100 points)
6. **Another's Worldview Presentation,** 120 points
7. **Comprehensive Final Exam,** 100 points

Total Points for the course – 600 points
Final Grades 91% -100% = A, 81%-90% = B, 71%-80% = C, 61% = F

<u>**Assignment Descriptions:**</u> **All written assignments are due by 11:59 pm on the due date.**

1. Class Attendance/Participation
As much of your learning will be experiential and discussion based, attendance at <u>all</u> sessions is critical Therefore, only one excused absence will be allowed. For each absence after one, 3% of points earned will be deducted before your final percentage grade is computed. Additionally, for each session you are absent, it is your responsibility to interview at least two class members about

the content of the class and write an additional journal summarizing your understanding of the course content covered that day and your reactions to it. You are responsible for making necessary arrangements with the instructor to complete missed work.

2. Roots Paper: (100 points) DUE: March 4, 2024
Write a 10–12-page paper, APA style. This project asks you to consider your ethnic, gender, and socioeconomic experience in the United States and the impact of these three factors on your values/worldview and counseling style.

Please structure the paper as follows:

Section I: Background Experiences
a. An account of your ethnic/racial background and experiences in US society related to your ethnicity.
b. An account of your gender experiences.
c. An account of your socioeconomic experiences.

Section II: Your Current Worldview and Identity Development Level – consider the influence of your background experiences as you have outlined them above.
a. A summary of the values you currently hold in each of the five dimensions of the Worldview model (people to nature/environment; Time Orientation; People relations; Preferred mode of activity; Nature of People; See page 51)
b. A discussion of your views on sexual orientation.
c. An assessment of your communication style
d. An assessment of your identity level at the end of the course, provide support for your assessment.

Section III: Impact on Counseling Style
a. How do you see your experiences, worldview values, views on sexual orientation and/or communication style could provide points of connection with clients from other cultural groups and why? Be specific (e.g. "I think my belief in the value of hard work and goal-directed planning could help me connect with Asian American clients because…")
b. How do you see your experiences, worldview values, views on sexual orientation and/or communication style could create barriers with clients from other cultural groups and why? Be specific (e.g. "I think my strong belief in the need for women to be assertive, have a career, and be seen as equal to men could create a barrier in relating to…because…")

3. Reflective Journals (80 points), due as shown on the schedule.
As indicated on the course schedule, you will submit a one-to-two-page journal of your reactions/significant learnings regarding the information presented and discussed in class or from the readings. These writings will focus on your personal thoughts and feelings about the course content. In this way, I can track your growth related to dispositions, knowledge and skills related to multicultural counseling and provide individual feedback to support your development. At times, a prompt will be provided, and at other times, you will be free to respond to the part of the classroom discussion or reading assignment that was most impactful for you. The last reflective

writing of the semester will be your assessment of your progress towards mastering the Multicultural and Social Justice Counseling Competencies of the Association for Multicultural Counseling and Development.

5. Multicultural Action Plans (MAPs) (100 points for each level: 200 points total) You will complete two multicultural action plans, one from each challenge level. MAPs are activities designed to help you gain cultural knowledge, increase sensitivity to culturally diverse people, and become a more culturally competent helper.

Examples of MAP experiences at each level include:

Level 1: Information seeking: involves contact with a culturally different person – e.g. **interviewing** an ethnic leader regarding concerns of his/her cultural group or interviewing the president of a culturally diverse organization, etc. **Level 1 Due: February 19, 2024**

Level 2: Direct Participation: an **immersion/interaction** experience where you are the minority e.g. attend a social activity with a person from a different cultural group, spend the weekend at the home of a family from another cultural group, attend an African American church service, or a Mosque, attend a social event hosted by an ethnic group on campus or elsewhere, etc. **Level 2 Due: April 22, 2024**

After each MAP experience, you will write a 4-page reaction paper and discuss the experience in class. The two papers follow the same format, but as they reflect two separate experiences, you need to write about each experience on its own merit. Follow APA style and include the following five sections (with appropriate headings) in your paper:
Reasons for selecting experience and how you see the experience will contribute to your particular multicultural learning needs.
Description of experience
Insights about cultural group: aspects of values, worldview, or communication style of this group; particular issues often common among members of this group; impact of sociopolitical history upon this group (e.g. types/levels of racism), etc.
Insights about self: what your thoughts and feelings imply about you (e.g. your identity level, prejudices/stereotypes, knowledge or lack of about this group, etc.)
Implication for practice: what did you learn that counselors should be aware of in working with clients from this group, how should practice be adapted, etc.

I will particularly be looking for how you are integrating the concepts you have learned from class discussions and instruction with these hands-on experiences.

6. Research Article Review (total 50 points) Research Article Due: April 8, 2024
Over the course of the semester, you will review a research article written **within the last 5 years related to effective multicultural counseling**. The article review should be approximately two (2) pages in length, follow APA style, and have the following four sections:
    a. A summary of the findings/conclusions in the article.

b. Your reactions (if a theoretical article, do you agree with the position of the author, why or why not; are the findings valid, why or why not; did the article teach you anything about your future self-development needs, if so what)

c. Implications for practice (how counselors should adapt practice based on the findings, how you see you can apply the findings to your work in the field or your potential work site.)

d. Include an uploaded copy of the article you review.

Using the EKU library services, select your articles from any of the following journals:

    Measurement and Evaluation in Counseling & Development
    Counselor Education and Supervision
    The Journal of Humanistic Education and Development
    Journal of Multicultural Counseling and Development
    Journal of Mental Health Counseling
    Rehabilitation Counseling Bulletin
    The Professional School Counselor
    Counseling and Values
    Journal for Specialists in Group Work
    Journal of Addictions and Offender Counseling
    The Career Development Quarterly
    Journal of Employment Counseling
    Journal of Counseling and Development
    The Counseling Psychologist
    The American Journal of Family Therapy
    The Family Therapy Networker
    Hispanic Journal of Behavioral Sciences
    Journal of College Student Development
    Journal of Marital and Family Therapy
    Psychology in Schools
    School Psychology Quarterly
    School Psychology Review
    Professional Psychology: Research and Practice
    American Psychologist

7. Group Presentation: Another's Worldview – Examining Culture through the Media (120 points). DUE as assigned.

Students will be divided into small groups which will represent a different aspect of multiculturalism (race, ethnic group, gender, religion, sexual orientation, disability). Over the course of the next few weeks observe articles from newspapers, journals, view movies, and television to see how your group is depicted. Prepare a 20 to 30-minute presentation for the class including an overview of your process and findings. Be prepared to discuss:

1) how **media** portrayals of your group may impact the development of stereotypes and prejudice,

2) what overt and covert messages are heard or seen **in the media** regarding your group,

3) how are multicultural perspectives regarding ethnicity, race, socioeconomic status, sexual orientation, class, and religion presented, and

4) how these media portrayals may impact a client's and counselor's worldview.

Presentation dates will be assigned according to the discussion date of the corresponding chapter in the text. Students are expected to incorporate relevant material from the assigned chapter into their presentations.

8. **Final Oral Exam: (100 points)** at the end of the semester there will be an exam over basic concepts presented in the course. **The Final Oral Exam will be given during the final class meeting.**

COURSE CONVENTIONS

Please refer to the following link regarding accessibility, accommodation, academic integrity, discrimination and harassment, and student rights under Title IX.
https://academicaffairs.eku.edu/syllabi

Mental/Physical Wellness Resources

Eastern Kentucky University is committed to the wellbeing of all students.

Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:

EKU Counseling Center After Hours Urgent support line:	(859) 622-1303
National Suicide Hotline:	(800) 273-8255 or dial 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	(859) 622-1761
EKU Psychology Clinic:	(859) 622 2356
EKU Counseling Center:	(859) 622-1303

EKU Women's Health Clinic:	(859) 622-1761

Professional Integrity
You are expected to familiarize yourself with and conduct yourself in accordance with the *ACA Code of Ethics*. Relatedly, you will participate in class discussion in a respectful manner.

Classroom Conduct/Netiquette
Due to the nature and content of this course, we will cover sensitive information, which may include personal self-disclosure. You are expected to display professional and courteous conduct at all times during class, which includes treating all others with compassion, respect, and integrity. Students who choose to engage in disrespectful, disruptive, or otherwise harmful behavior will be asked to leave the class session and forfeit their attendance/participation credit for it. Repeated behavior of this type may lead to a student's removal from the course. Additionally, all members of this course – instructor and student alike – are expected to maintain confidentiality regarding personal information that is shared at any time and by any individual.

As this is a synchronous class (meeting online through ZOOM), there are additional expectations to keep in mind.
1. Please log in 5-10 minutes before class.
2. When in class, cameras will be turned on during the entire class. During breaks, cameras may be turned off. Students will mute themselves unless asking questions or when discussions are taking place.
3. Students will sit at an appropriate site. This means a desk or table. Students will not sit on beds, lay in beds, or on couches or recliners. While in class, behave as though we were sitting in a classroom together.
4. Students will dress in appropriate attire.
5. Students will use an appropriate and relevant username.
6. Students will consider the background of the room they are in that it is neat and orderly.
7. Students will not be driving or riding in a car (see #2 above).
8. When asking a question, please use the "raise hand" to get attention of instructor.
9. Finally, because we will be discussing sensitive and confidential information at times, please do not place yourself in a public area. Be mindful of where you are and who is nearby.

Electronic Communication Devices & Technology
Cell phone or non-academic technology use during class sessions is distracting and interrupts the learning process as well as is disrespectful to your peers. Cell phones must be silenced or turned off before the start of class sessions and may not be used within the classroom space. Additionally, a laptop or tablet device may only be used if the student has a documented accommodation for it.

If you choose to use such unsanctioned devices during class sessions, you may be asked to leave and would then forfeit your attendance/participation credit for that session.

Course Communication
I will notify you of changes or updates to class session dates/times, assignments, etc. via Blackboard and your university email account – to the best of my ability – in advance. You are responsible for regularly checking both your Blackboard and email accounts, especially on class session days.

Your primary means of contacting me for all questions and requests is via my university email (Gregory.sandman@eku.edu). I commit to responding to all email messages within 24 to 48 hours of their being received, unless otherwise indicated.

Attendance Policy
Your regular attendance and subsequent participation are essential for your learning and that of your peers, and attendance at every scheduled class session is therefore expected. Attendance/Participation: (3 points per class) 21%. One class is allowed to be missed without penalty.

If you anticipate being late to a class session, you must send me an email to notify me of this as soon as possible. If you anticipate having to miss a class session – either well in advance or at the last minute – you must send me an email to notify me of this as soon as possible to discuss any work that needs to be made up. If you unexpectedly miss a class session, you must send me an email within 24 hours of it to explain and, if necessary, provide documentation. Failure to comply with this will result in loss of that class session's attendance/participation credit.

Zoom Statement
This is a synchronous class meeting on Zoom. To protect and maintain confidentiality of the group's members, the instructor WILL NOT record any Zoom session nor is any student permitted to record them. To be counted as present for a virtual class session, your camera must be on, and you must be visible. All the above-mentioned course conventions apply to virtual class sessions. Please follow proper etiquette and protocol for Zoom classes. This includes the following:
- Sitting at a desk or table appropriately dressed. No lying in bed or on a couch.
- No background noise.
- Please arrange to be in a space that is private so confidentiality can be maintained.
- Remain muted with camera on unless asked to do otherwise by the professor.

Self-Assign
Safe-Assign will screen all scholarly papers upon submission. Safe-Assign compares the submitted paper with all other documents (e.g., articles, books, other student papers) and computes the level of original work of the paper.

Writing Assistance

The Noel Studio for Academic Creativity is a free resource for the EKU community, including students. Trained consultants will work with you or your small group on any piece of written, oral, or multimodal communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop affective research strategies. For more information, visit the Noel Studio website at http://www.studio.eku.edu or call (859) 622-7330.

Credit Hour

US Department of Education:

> A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—
> (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time. (75 FR 66832, 2010, p. 66946§600.2, para. 1-2; Retrieved from http://www.gpo.gov/fdsys/pkg/FR-2010-1029/pdf/2010-26531.pdf)

Eastern Kentucky University:

> Eastern Kentucky University (EKU), adopting a commonly accepted practice in higher education, utilizes 50 minutes of classroom instruction plus a minimum of two hours out of class work for sixteen weeks as the basis for determining a credit hour, which reasonably approximates the federal definition of a credit hour. (EKU Policy 4.2.3.P, 2013, para. 2; Retrieved   from http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.2.3_academic_credit_bor_4.2013_1.pdf)

Notification of the Last Day to Drop the Course

You are directed to the *Colonel's Compass* for the last day to drop the class. (http://colonelscompass.eku.edu)

TENTATIVE COURSE CALENDAR & SCHEDULE

Note: *This syllabus is a living document, which means edits and revisions may occur. If changes occur, I will notify you and provide an updated syllabus on Blackboard.*

Module/Week	Module Content	Activities & Assignments	Due Dates
Module 1: **January 16-29, 2024** Class Meets 1/23/2024	Introductions to the course and one another Review syllabus, assignments, and course schedule. Review APA *Why Multicultural Counseling? *Culture: what is it? *Surface/Deep Culture *Racism	**Read Sue et al, ch 1-3**	**Journal Post: Due 1/29/2024**
Module 2: **January 30 – February 12** Class Meets 2/6/2024	*Racism *Stereotyping *Cross Cultural Communication Styles	**Read Sue et al, ch 4-7**	**Journal Post: Due 2/12/2024**
Module 3 **February 13-26** Class Meets 2/20/2024	*Identity Development *Worldview	**Read Sue, ch 8-11** **MOVIE: Mirrors of Privilege**	**DUE: Level 1 MAPs 2/19/2024** **Journal Post: Due 2/26/2024**
Module 4: **February 27 – March 18** Class Meets 3/5/2024	*African Americans/Critical Incident *American Indians/Critical Incident *Asian Americans/Critical Incident	**Read Sue, ch 12-14** **MOVIE: Crash**	**DUE "Roots Paper" by 3/4/2024** **Journal Post: Due 3/18/2024**

Module 5: March 19- April 1 Class Meets 3/26/2024	*Guest Lecturer? *Latinx/Critical Incident *Arab Americans/Critical Incident *Immigrants & Refugees/Critical Incident	Read Sue, ch 15-17, 19 Presentations:	Journal Post: Due 4/1/2024
Module 6: April 2-15 Class Meets 4/9/2024	*Guest Lecturer *Marginalized Religious Communities/Critical Incident *LGBTQ+/Critical Incident	Read Sue, ch 18, 20 Presentations:	DUE: Research Article Due: 4/8/2024 Journal Post: Due 4/15/2024
Module 7: April 16-29 Class Meets 4/23/2024	*Older Adults/Critical Incident *Women/Critical Incident *Individuals Living in Poverty/Critical Incident *Individuals with Disabilities/Critical Incident	Read Sue, ch 21-24 Presentations:	DUE: MAPs Level 2 by 4/22/2024 Journal Post: Due 4/29/2024
Module 8: April 30-May 10 Class Meets 5/7/2024	*Wrap up * Final Exam		Final Journal Post: Due 5/9/2024 FINAL EXAM In Class

Eastern Kentucky University
Clinical Therapeutic Program
Syllabus for COU 853
The Counseling Process in Clinical Sexuality, CRN 50858
3 Credit hours
Summer 2023

Instructor: Greg Sandman, PhD, NCC, LPCC
Office: Wallace 407
Office Hours: By appointment. Please email me to schedule an appointment.
Email: Gregory.Sandman@eku.edu
Office Phone: 859-622-8522
Class Information: Synchronous Online. Zoom Link below:
https://eku.zoom.us/j/93586210851?pwd=YlpYdEtWNUVITGM1NWNKSzFsTzZGZz09

THIS COURSE WILL COVER MATERIAL THAT MAY BE DISTRESSING FOR
SOME INDIVIDUALS. THIS TRIGGER WARNING IS PROVIDED FOR YOUR
SAFETY AND WELL-BEING. SHOULD YOU FIND YOURSELF ACTIVATED BY
ANY MATERIAL IN THIS COURSE, INCLUDING READINGS, VIDEOS,
DISCUSSIONS, OR ASSIGNMENTS, PLEASE CONTACT DR. SANDMAN AS SOON
AS YOU ARE ABLE. YOU ARE ASKED TO DO WHAT YOU NEED TO ENSURE
YOUR SAFETY AND WELL-BEING INCLUDING TURNING OFF YOUR CAMERA
OR EXITING THE CLASS.

**Note: This syllabus is a living document, edits, and revisions may occur. If changes occur, I
will notify you and provide an updated syllabus on Blackboard.**

Content Area
Catalog Description/Course Overview:

Catalog Course Description
This is an advanced skills course that will teach theoretical and skill- based clinical sexuality
intervention and treatment models to work with clients. Students will explore professional issues
in the field, including diversity issues related to clinical sexuality.
Prerequisites: COU 813, COU 840, COU 846.

Course Overview
This course will allow mental health professionals to more skillfully and competently treat
common sexual concerns of clients who seek their help. Students will learn clear and practical
guidance about assessing and treating high prevalence problems that quietly abound in all mental
health settings. Course content includes exploration of clinical illustrations, illuminating
explanations of treatment, and various theoretical and skill-based intervention and treatment
models to work effectively with clients. Students will examine professional issues in the field,

including diversity issues related to clinical sexuality. This course is synchronous online. Learning methods includes readings, lecture notes, active discussion, case studies, and treatment plans.

Required Texts:
American Psychological Association. (2013). *Publication manual of the American Psychological Association*. Author.
Buehler, S. (2022). *What every mental health professional needs to know about sex.* Springer Publishing Company.

Recommended Texts:
Levine, S. B., Risen, C. B., & Althof, S. E. (2003). *Handbook of clinical sexuality for mental health professionals* (3rd ed.). New York, NY: Brunner-Routledge. This text can be found here:
https://libproxy.eku.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip&db=nlebk&AN=1146311&site=ehost-live&scope=site&custid=s8356098

Required Course Technology
- Microsoft Word
- Microsoft PowerPoint
- Internet access to utilize Blackboard and email

Student Learning Outcomes

Standards	Abbreviation	Course Assignment
1. Examine human sexuality and its effect on couple and family functioning	5.F.2.e	Readings and Class Discussion, Sexual and Gender Diverse Advocacy, Sexual Disorder / Dysfunction Research, Counseling Sexuality Project, Sexological Worldview
2. Acquire substantial knowledge regarding effects of the onset, progression, and expected duration of disability on clients' holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)	5.D.2.m	Readings and Class Discussion, Counseling Sexuality Project
3. Develop an understanding about relational and systems paradigms as ways of conceptualizing human behavior as they relate to clinical sexual issues		Readings and Class Discussion, Sexual and Gender Diverse Advocacy, Counseling Sexuality Project
4. Acquire substantial knowledge regarding the field of clinical sexuality, its history, development, major figures, and potential uses, as well as the philosophical and etiological premises that define the practice of sexual counseling		Readings and Class Discussion, Sexual and Gender Diverse Advocacy, Sexual Disorder / Dysfunction Research, Counseling Sexuality Project
5. Compare and contrast theories and techniques and their application in working with clients		Readings and Class Discussion, Sexual and Gender Diverse Advocacy, Sexual Disorder / Dysfunction Research, Counseling Sexuality Project

6.	Develop a working model of areas such as healthy and impaired functioning related to human sexuality, diversity, the basic tasks of counseling processes, and implications of professional and ethical issues unique to this field		Readings and Class Discussion, Sexual and Gender Diverse Advocacy, Sexual Disorder / Dysfunction Research, Counseling Sexuality Project
7.	Examine roles of counselors in a variety of practice settings and in relation to other helping professions dealing with clinical sexual issues		Readings and Class Discussion, Sexual and Gender Diverse Advocacy, Sexual Disorder / Dysfunction Research, Counseling Sexuality Project
8.	Apply their understanding of treatment dynamics in relation to clients who come for help		Readings and Class Discussion, Sexual Disorder / Dysfunction Research, Counseling Sexuality Project

Graduate Students are able to explain, discuss, and apply, clearly and accurately, the key concepts and central theories, and demonstrate expertise appropriate to the discipline

Graduate Students are able to formulate and express important/essential questions and issues related to the discipline with clarity and accuracy, and appropriate depth and breadth.

Graduate students are able to identify, collect, analyze, and evaluate relevant information to understand essential questions and issues and to advance knowledge in the discipline.

Graduate Students are able to identify, analyze, and evaluate underlying assumptions of arguments, abstract ideas, and alternative perspectives and theories.

Graduate Students are able to generate new knowledge, application, or creative expressions through the self-reflective synthesis of information, evaluation, and analysis of critical questions or issues/problems related to their discipline.

Graduate students are able to communicate clearly and logically using oral, written, and/or artistic forms.

Graduate students are able to identify and demonstrate the ethical values appropriate to their discipline.

Council for Accreditation of Counseling and Related Programs (CACREP) Standards.

Course Requirements & Student Expectations

Minimum course requirements. You will write and submit all papers in APA-essay format following the guidelines of the *Publication Manual of the America Psychological Association* (6th ed., 2010), unless otherwise instructed. APA-essay format includes:
- Title page
- Level headings
- Reference page (when referring the ideas or work of someone else)

Submit your assignments as a .docx file with your last name as the beginning of the file name (e.g., Myers-Goals.docx). Note: papers longer than 10% of published guidelines, receive a grade reduction of 5%. **(Submit all papers electronically to assignments on Blackboard)**

Due dates and deadlines. You are responsible for submitting assignments prior to the start of class on the due date indicated on the syllabus. Your assignment grade will be reduced 5% for each day that it is late. **I strongly advise you not to expect or rely on exceptions as a means of managing course responsibilities.**

Evaluation Methods

1. **Class Participation:**   **Ongoing**

   Class participation involves arriving to class (via zoom) on time and ready to discuss the material prepared for that class. A discussion will be held in the class at large as well as in small groups. Class participation means that you are an active participant in discussions and other in-class activities. We will focus class time on the expansion of knowledge gained from assigned readings through discussion and activities. (Objectives 1-8; K, P, R) Please refer to the trigger warning at the beginning of the syllabus if feeling activated while participating in this course.

2. **Sexological Worldview and Personal Goals**   **Due: 6/4/23**

   In any journey, you need to know where you are and where you want to be. Follow APA guidelines (no abstract is necessary). For this assignment, examine your sexological worldview (Buehler, p. 12) where you see yourself in your growth as a professional counselor in the following dimensions (separate heading for each dimension and about one paragraph for each dimension):

   1) Respond to the 10 questions found on Blackboard for this assignment.
   2) Discuss your comfort level in discussing topics of sex and sexuality;
   3) Discuss any challenges you might face in working with sex and sexuality;
   4) From your self-assessment in these areas, state your goals (3-5 goals) for yourself this semester and your plan to be successful in your growth. Assignment does not require references. (7-8 pages of text)

3. **Sexual Disorder / Dysfunction Facilitation Project**   **Presentations: 6/8/23**

   People seldom discuss sexual disorders and dysfunctions in our society, resulting in embarrassment, misunderstanding, and shame. To gain a deeper understanding of sexual disorders and dysfunctions, groups will be formed to lead the discussion on one of the sexual health problems discussed in the text (chapters 6 & 7) and you will need to use the recommended book for this course *Handbook of Clinical Sexuality for Mental Health Professionals*. This is an eBook available from the library. Subject and groups will be selected in class during the first class. (Objectives: 1, 3-7; K, R)

   a. You will prepare and present an 8-minute, 5-8 slide summary PowerPoint presentation on your research project in class.
   b. You will facilitate discussion on your selected disorder. Group members should prepare 3-5 questions/discussion topics to generate discussion among the class.
   c. Each class member will come prepared with 1 question or discussion topic to share for each group presentation.

4. **Sexual and Gender Diverse Advocacy Project**   **Paper Due: 6/22/23**
                                                                           Presentation: 6/22/23

The world is a complex intersectionality of diverse people. Non-hetero-normative and non-cisgender individuals often face persecution and misunderstanding. Counselors are healers and agents of change and have a responsibility in advocating for marginalized populations. Include a reference page in the paper. (Objectives 1, 3-7; K, R)

a. Each group will write a 4 to 5-page advocacy paper on a non-hetero-normative or non-cisgender group of which you are not a member (populations will be selected during the first night). Include in your paper a 1) description of the population, 2) challenges that the population face, 3) interventions or support for the population, and 4) each member of the group will include a paragraph detailing your own personal significant learning from this project. Include at least three peer-reviewed journal articles, including one from an ACA journal. Paper should follow APA guidelines. Turn this paper in to Blackboard.

b. The Group will then prepare and present a 5-minute, 4-slide PowerPoint on your advocacy project in class.

5. **Counseling Sexuality Project**   **Paper Due: 7/20/23**
                                                                           Presentations: 7/20/23

Understanding a topic is the first step, the next step is putting it into action. (Objectives: 1-8; K, P)

I. Your Group will develop either a six-session treatment plan (See Appendix A) using the EKU Counselor Education Treatment Plan Template found in Blackboard with this assignment OR an education/intervention program (See Appendix B). Include at least three peer-reviewed journal articles to support your treatment plan or education/intervention program, including one from an ACA journal. The Group treatment plan or education/intervention program will be turned in to Blackboard. To be clear – the group turns in ONE Treatment Plan or education/intervention program.

II. Prepare and present a 10-12-minute presentation on your treatment plan or education/intervention program in class. Include one multimedia item and one activity or role-play.

6. **Significant Learnings**   **Due: 8/6/23**

Summarize your significant learnings from this class – your primary focus will be on your professional and personal growth throughout this semester, particularly related to your stated goals for yourself. There is no prescribed format, structure your paper to meet your needs while adhering to proper writing. No reference page needed. (3-4 pages) (R)

Course Grade

Class Attendance/Participation	300 points
Sexological Worldview & Goals	100 points
Sexual Disorder / Dysfunction Facilitation Project	100 points
Sexual and Gender Diverse Advocacy Project	200 points
Counseling Sexuality Project	200 Points
Significant Learnings	100 points
Total 1,000 points	

Grade	Percentage	Points
A	94 - 100	940-1000
A-	90-93	900-939
B+	87-89	870-899
B	84-86	840-869
B-	80-83	800-839
C+	77-79	770-799
C	70-76	700-769
D	60-69	600-699
F	Below 60	Below 599

Course Conventions

THIS COURSE WILL COVER MATERIAL THAT MAY BE DISTRESSING FOR SOME INDIVIDUALS. THIS TRIGGER WARNING IS PROVIDED FOR YOUR SAFETY AND WELL-BEING. SHOULD YOU FIND YOURSELF ACTIVATED BY ANY MATERIAL IN THIS COURSE, INCLUDING READINGS, VIDEOS, DISCUSSIONS, OR ASSIGNMENTS, PLEASE CONTACT DR. SANDMAN AS SOON AS YOU ARE ABLE. YOU ARE ASKED TO DO WHAT YOU NEED TO ENSURE YOUR SAFETY AND WELL-BEING INCLUDING TURNING OFF YOUR CAMERA OR EXITING THE CLASS.

Mental/Physical Wellness Resources
Eastern Kentucky University is committed to the wellbeing of all students.

Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, **for after-hours assistance** contact:

EKU Counseling Center After Hours Urgent support line: (859) 622-1303

National Suicide Hotline: (800) 273-8255 or dial 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services: (859) 622-1761
EKU Psychology Clinic: (859) 622 2356
EKU Counseling Center: (859) 622-1303
EKU Women's Health Clinic: (859) 622-1761

Syllabus Statements for 2022-2023 Academic Year:
https://academicaffairs.eku.edu/syllabi

TENTATIVE COURSE SCHEDULE

Module	Topics	Assignments	Due Dates
Module One: May 22-June 4 Class Meets May 25	Introductions Syllabus Review Talking about Sex Sexology Overview	Read Chapters 1-4 Sexology Worldview Reflection Paper & Goals	**June 4**
Module Two: June 5- 18 Class Meets June 8	Assessing & Treating Sexual Concerns Women's Sexual Health Issues Men's Sexual Health Issues	Read Chapters 5-7 Sexual Disorder / Dysfunction Facilitation Presentation	**June 8**
Module Three: June 19-July 2 Class Meets June 22	Sexual & Gender Minorities, Relationships, Parental Questions; Guest Lecturer	Read Chapters 8-10 Sexual and Gender Diverse Advocacy Project	**June 22**
Module Four: July 3-16 Class Meets July 6	How Sexuality Affects Mental Health Disorders; Healing Sexual Trauma; Healing Painful Sex	Read Chapters 11-13	
Module Five: July 17-30 Class Meets July 20	Reproduction; Medical Issues affected by Sexuality; STD's; Sexuality and Aging	Read Chapters 14-17 Counseling Sexuality Project	**July 20**
Module Six: July 31-August 11 Class Meets August 3	The Kink Community; Out of control Sexual Behaviors; Ethical Issues	Read Chapters 18-20 Significant Learnings	**August 6**

Appendix A
Counseling Sexuality Project-Clinical Mental Health Counseling

I.   Hypothesize that you are a counselor in an agency setting. Devise a treatment plan for one of the following populations:
  a. Sexually abused children or adolescents (female or male)
  b. Adult survivors of sexual abuse (female or male)
  c. Rape victims (female or male)
  d. Sex offenders or person with paraphilia (female or male)
  e. Sexually abusive parents (female or male)
II.   Design a six-session treatment plan for the population. Thoroughly explain in a format that is easy to read and follow logically. Include the following:
  a. Identify the setting within which you will work and generally describe the population you will address
  b. Define two or three presenting difficulties or a DSM-5 diagnosis (grounded in the literature)
  c. Describe your sexual assessment and history interview
  d. Overall treatment goals (behaviorally formulated)
  e. One or more behavioral (S.M.A.R.T.) objectives for each session (therapist objectives)
  f. Therapeutic strategies you would employ for each objective
  g. Behavioral skills you expect your clients to learn for each objective
  h. Multicultural issues related to the client.
III.   Describe your rationale for the goals, objectives, and therapeutic strategies you choose. Cite from the literature to support your approaches.
IV.   Explain how you will evaluate whether you have reached the therapeutic goals. If you design an instrument, include it.

You must address and label all requirements in individual sections as marked. Failure to adhere to these guidelines will rend your paper unacceptable.

Appendix B
Counseling Sexuality Project-School Counseling

I.   Hypothesize that you are a counselor in an agency setting. Identify 1) the school level, 2) demographic characterizes f the school population (social-economic, racial), 3) family values of school population, and 4) goals and aspirations of families and students.

II.   Devise a program on one of the topics covered in this course for a particular group of students. Design this program to be either 1) psycho-educational or preventative, or b) intervention in a school setting.
   a.   Define the type of program, population, and issue of focus.
   b.   Describe a rational for the program with supporting literature.
   c.   Describe the needs of the population related to this problem. Describe their typical problems (for intervention) or their potential problems without this education.
   d.   Describe the problem or issue and its effect on the students in your school with supporting literature.
   e.   Describe the multicultural issues related to the population

III.   Develop a six-session education/intervention program in a format that is easy to read and follow logically. Include the following:
   a.   Include at least three overall treatment goals
   b.   One or more behavioral (S.M.A.R.T.) objectives for each session (counselor objectives)
   c.   Therapeutic strategies you would employ for each objective
   d.   Behavioral skills you expect your clients to learn for each objective
   e.   Multicultural considerations

IV.   Describe your rationale for the goals, objectives, and therapeutic strategies you choose. Build your rationale focusing on the needs of your particular population. Cite from the literature to support your approaches.

V.   Explain how you will evaluate whether you have reached the therapeutic goals. If you design an instrument, include it.

You must address and label all requirements in individual sections as marked. Failure to adhere to these guidelines will rend your paper unacceptable.

Appendix C
Rubrics

Self-Assessment and Goals

	Absent 0%	Inadequate 50%	Adequate 75%	Exemplary 100%
Title page 10%	Absent	Inaccurate title page	Accurate title page with plain title	Accurate title page with an accurate title with style
Content 50%	Few to no content areas addressed, wordy language, surface responses	Some content areas addressed, wordy language, surface responses	All content areas addressed in a wordy language, thoughtful responses	All content areas addressed, concise language, thoughtful responses
Organization 10%	No level headings	Poorly structured, inaccurate level headings	Well structured with in accurate level headings	Well structured with accurate level headings
Writing 30%	Poorly written with major writing, punctuation, and APA errors	Inadequately written with many writing, punctuation, and APA errors	Adequately written with some writing, punctuation, and APA errors.	Grammatically well written with little to none writing, punctuation, and APA errors.

Sexual Disorder / Dysfunction Facilitation Project

	Absent 0%	Inadequate 50%	Adequate 75%	Exemplary 100%
PowerPoint 25%	Absent	Inaccurate information, difficult to read slides,	Informative, accurate, difficult to read slides,	Informative, accurate, easy to read slides,
Facilitation 75%	Poorly facilitated group, group dynamics not managed, either no responses or monopolization	Marginally facilitated, group dynamics loosely managed, surface-level responses	Well facilitated, managed group dynamics well, surface-level responses	Well facilitated, managed group dynamics well, provided thoughtful responses

Sexual and Gender Diverse Advocacy Project

	Absent 0%	Inadequate 50%	Adequate 75%	Exemplary 100%
Title page 10%	Absent	Inaccurate title page	Accurate title page with plain title	Accurate title page with an accurate title with style
Content 40%	Few to no content areas addressed, wordy language, surface responses	Some content areas addressed, wordy language, surface responses	All content areas addressed in a wordy language, thoughtful responses	All content areas addressed, concise language, thoughtful responses
Organization 10%	No level headings	Poorly structured, inaccurate level headings	Well structured with in accurate level headings	Well structured with accurate level headings
Writing 30%	Poorly written with major writing, punctuation, and APA errors	Inadequately written with many writing, punctuation, and APA errors	Adequately written with some writing, punctuation, and APA errors.	Grammatically well written with little to none writing, punctuation, and APA errors.
Presentation 10%	Absent	Inaccurate information, difficult	Informative, accurate, difficult to read	Informative, accurate, easy to read slides,

		to read slides, read from slides, poor eye contact	slides, good eye contact	used slides sparingly, good eye contact with class

Counseling Sexuality Project

	Absent 0%	Inadequate 50%	Adequate 75%	Exemplary 100%
Title page 10%	Absent	Inaccurate title page	Accurate title page with plain title	Accurate title page with an accurate title with style
Content 40%	Few to no content areas addressed, wordy language, surface responses	Some content areas addressed, wordy language, surface responses	All content areas addressed in a wordy language, thoughtful responses	All content areas addressed, concise language, thoughtful responses
Organization 10%	No level headings	Poorly structured, inaccurate level headings	Well structured with in accurate level headings	Well structured with accurate level headings
Writing 30%	Poorly written with major writing, punctuation, and APA errors	Inadequately written with many writing, punctuation, and APA errors	Adequately written with some writing, punctuation, and APA errors.	Grammatically well written with little to none writing, punctuation, and APA errors.
Goals and Objectives 10%	Absent	Incongruent goals, objectives that are not therapeutically sounds	Congruent goals, objectives that are therapeutically sounds	Congruent goals, SMART objectives that are therapeutically sounds

Significant Learnings

	Absent 0%	Inadequate 50%	Adequate 75%	Exemplary 100%
Title page 10%	Absent	Inaccurate title page	Accurate title page with plain title	Accurate title page with an accurate title with style
Content 50%	Few to no content areas addressed, wordy language, surface responses	Some content areas addressed, wordy language, surface responses	All content areas addressed in a wordy language, thoughtful responses	All content areas addressed, concise language, thoughtful responses
Organization 10%	No level headings	Poorly structured, inaccurate level headings	Well structured with in accurate level headings	Well structured with accurate level headings
Writing 30%	Poorly written with major writing, punctuation, and APA errors	Inadequately written with many writing, punctuation, and APA errors	Adequately written with some writing, punctuation, and APA errors.	Grammatically well written with little to none writing, punctuation, and APA errors.

Bright   Dark   Blues   **Grays**   Night

CRJ 802 - Violence against Women in the US and around the World

Instructor

Professor: Victoria Collins, PhD.

Office: Stratton 467

Email: Victoria.Collins@eku.edu

Course Description

This course explores the social character of Violence Against Women in the United States, as well as providing a brief introduction to Violence Against Women at the international level. A variety of theoretical frameworks are utilized to examine this phenomenon at both the micro (individual) and macro (societal) levels. Some of the topics to be covered include, intimate partner violence, sexual assault and rape, stalking, street harassment, violence against women in the media, and rape as a weapon of war. This course is intended for the academically sophisticated student. Studying violence is a complex and often disturbing task. It requires the examination of many sensitive and controversial issues. Students are expected to do this in a scholarly, respectful, and responsible manner.

Course objectives

- Identify, define, and describe a range of different forms of violence against women that occurs in the US and around the world.
- Identify, define, and describe different etiological and theoretical explanations for why perpetrators commit violence against women in the United States and around the world.
- Identify, define, and describe structural forces that impact the prevalence of violence against women in the United State and around the world.
- Describe the historical development of laws and policies that have been created, enacted, and enforced to address different types of violence against women in the United States and around the world.
- Interpret and critically assess the effectiveness of current policy aimed at addressing violence against women in the United States and around the world.

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below for further details. In combination, these materials and assignments will provide students the required information while providing opportunities to demonstrate their understanding through applied, recall, and practice-based Lessons.

(Note: no prerequisite knowledge of the subject matter is required, however Blackboard and a working knowledge of its use is highly recommended)

Required Texts

There is no required text, rather the course readings are journal articles and book-chapters assigned each week. They are housed in the applicable Weekly Lesson in the Blackboard course site. You are responsible for accessing and reading these from your computer.

Course Structure

This course is structured like others in the online program. It's organized into 8 weekly lessons. Each lesson contains a list of objectives and a list of specific tasks. Using the instructional materials in each lesson and completing the tasks ensures that you are able to meet the objectives. The tasks for each lesson include reading assignments, discussion board posts, and written assignments.

Course Assessments

Discussion Boards: **8 boards at 10 points each = 80 points**
Students are asked to (1) complete a Discussion Board post of their own (5 points) and (2) respond to another classmate's contribution (5 points) that covers material from the Lesson's respective content. Grades will reflect students' use of course material; clarity and completeness of original post and response; and organization, grammar, punctuation, and spelling. Therefore, at the conclusion of reading the assigned material, students should be able to demonstrate their understanding through active participation in which clear and accurate contributions are provided. Please see each Lesson's Discussion Board for further details.

Short assignments: 4 Short Assignments at 40 points each = 160 points.
Throughout the course, students are to complete 4 Short Assignment that covers material from either that weeks' Lesson or the material covered in the Lesson's covered to that point in the course. These Assignments should be two pages in length and answer the question asked drawing on the academic material covered in the course. You are to synthesize the course material and utilize it to answer the question asked. This could require you to not only briefly summarize the

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Students will be given 7 quizzes that cover their Lesson's chapter readings. Each quiz is worth 20 points and will present 10 random questions where you are to answer with the best answer to the question (10 questions/Chapter). Each quiz may consist of multiple choice, true false, or open questions and is not timed. Make-up quizzes will not be given unless proper documentation is provided. See course schedule for quiz dates.

Final Exam: 1 exam at 120 points = 120 points
Students will be given one final exam. The exam is worth 120 points. The exam will consist of **2** short answer questions. If you miss the exam, you can make-up the exam **IF**, and **ONLY IF**, you have paperwork excusing your absence in accordance with the University Handbook (i.e., exceptional circumstances). Make-up exams may be scheduled during the week immediately following the Exam only.

Grading System – There is a total of 500 points available in this course. At the end of semester, your scores from the above assessments will be added up and converted into a percentage grade reflecting your final letter grade in the course. I do NOT use a curve—what you earn is what you earn.

You may check your grades by selecting Tools from the left menu and My Grades. Provided below is a grade breakdown for this course:

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% or less.

Course Correspondence and Tools

E-Mail
Please feel free to e-mail me at any time during the course if you have questions or concerns. (Victoria.collins@eku.edu). However, if communication is class related, I encourage you to post to the Virtual Office as this will allow your classmates to benefit from seeing your question as well as my/other's response. My goal is to respond within 24 hours, but please allow 48 hours before sending a subsequent email.

Virtual Office (In Course Tabs to the Left)
The Virtual Office is a discussion-based forum that can be used to post questions to the Professor and the rest of the class. Posting questions, comments, and ideas here will allow others having similar thoughts to see the responses. As stated above, please consider posting your course-related questions here before e-mailing me directly. As with e-mail and class correspondence, I will strive to respond to necessary posts within 24 hours, but please allow 48 hours before making

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conversations during class periods, and a place to socialize with other students.

Anticipated Professor Response Times

E-Mail or Virtual Office Communications: It is anticipated that the instructor will respond to all email and/or virtual office correspondence within 48 hours during the school week (M-F). The Professor reserves the right for a longer response time if the email is sent late on Friday afternoon, on a holiday break, or over the weekend.

Grading/Feedback: It is anticipated that timely feedback will be given during this course. While the subject matter and complexity of the assignments will dictate the response time for grading and feedback, it is anticipated that I will provide feedback and scores from one to two weeks following the submission of the assignment.

Lesson Outlines

Given the online nature of the course, I want to provide students with additional instructional material that supplement each Lesson's assigned content. Therefore, Lesson Outlines are made available within each Lesson folder highlighting some of the important information for the week. These outlines are intended to be used as only a guide for your studies and therefore, should not be used in lieu of reading the course material.

Additional Information

Film:
We will at times view films that may contain language, brief partial nudity, violence, and/or sensitive topics. As adults, we should be able to view such videos respectfully and for what they are, an additional tool for understanding basic concepts, history, or cases of violence against women.

Student Progress:
You should regularly check the course Blackboard site to see the status of your current academic standing in the course. As you complete assignments, your earned grade will soon be entered into the Blackboard grade book. You will then be able to monitor the points per assignment you have earned but also your current overall class grade at that point in time.

Participation:
The course will revolve around informed discussions of the assigned readings. I, therefore, expect you to participate by asking/answering questions with an informed intellectual response in the forums provided (i.e., discussion board, virtual office, email). We will be dealing with many controversial and sometimes upsetting issues and I hope to create a supportive environment

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Class Attendance and Make-Up Work

It will be the student's responsibility to complete and submit all assignments and homework on the assigned due date. Should a student fail to submit an assignment or homework for valid and approved reasons, the homework or assignment may be made-up with the Professor's permission. If approval is not obtained, then the work will be assumed to be missing and graded accordingly – i.e., assigned a 0. The decision to permit students to make-up work required in any class missed rests with the Professor.

Academic Integrity:

You are responsible for understanding the policies and procedures in the undergraduate catalog that pertain to academic integrity. **I will not tolerate academic dishonesty of any kind.** Cheating on a test or plagiarizing an assignment will result in an automatic "F" and a referral to university authorities. If you are unsure or have any questions about this please ask.

Hints for Avoiding Plagiarism:

* *More than three words copied in sequence is plagiarism.* This is ordinarily a good yardstick to use when wondering whether or not quotes are appropriate; they are, if you are copying more than three words in sequence that are not part of a common phrase (e.g. "up-to-date").

* *One source is not "common knowledge."* Common knowledge does not require citation. But something is not common knowledge if you have found just one source for the information.

* *When in doubt, cite!* If you have any doubt about whether or not to cite a source, err on the side of making the attribution.

* *Look away.* When you are writing, do not have open books or papers in front of you as you type. Read your sources, and then put what you have read into your own words.

* *Writing is hard work.* Paraphrasing is relatively easy, writing is hard. Learning to be a good writer is part of what your college education is about. Staring at an empty screen does become less daunting over time!

* *Just because it's on the Internet, doesn't mean it's yours.* The Internet is a fantastic resource and search engines are terrific research tools. But what you find on the Internet was written by someone. You must cite Internet web sites, and if you use a quote, use appropriate quotation procedures.

* *Paraphrasing is more than changing a verb tense or reordering a list.* Essentially, paraphrasing is used to summarize another author's text. A paraphrased passage must be cited.

* *Use a Style Guide.* Purchase a style guide and refer to it. Your instructor may suggest one that is specific to an academic discipline. You may also ask a reference librarian for recommendations.

Please note: You are responsible for making yourself aware of and understanding the policies and

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No. Weeks of TERM.	8
Term Start Date	03/18/24
Term End Date	05/11/24
Last day to ADD or DROP a class.*Last day for 100% refund. Last day to change from P/F or Audit to GRADE.*	03/21/24
Mid-Term Date:*Mid-Term Grades Submission Deadline is 11:59 pm.*	04/15/24
*Last Day to WITHDRAW from class without a fee.	04/19/24
**Last Day to WITHDRAW from class. Withdrawal fee applies.	04/28/24
Last day for 75% refund	03/25/24
Last day for 50% refund	03/28/24
Last day for 25% refund	03/31/24
Last Day to Change from Grade to AUDIT or P/F.	03/28/24

*Last day to withdraw without incurring a withdraw fee. Students should withdraw through EKUDirect.

**Last day to withdraw from a course. A $50.00 per credit hour fee will be assessed (e.g. $150.00 for a 3 credit hour course). Students should withdraw through EKUDirect. Please note that students choosing to withdraw from the University (all courses) do not incur this withdrawal fee.

Anticipated Instructor Response Times

E-Mail or Virtual Office Communications: It is anticipated that the instructor will respond to all email and/or virtual office correspondence within 48 hours during the school week (M-F). The instructor reserves the right for a longer response time if the email is sent late on Friday afternoon, on a holiday break, or over the weekend.

Grading/Feedback: It is anticipated that timely feedback will be given during this course. While the subject matter and complexity of the assignments will dictate the response time for grading and feedback, it is anticipated that the instructor will provide feedback and scores from one to two weeks following the submission of the assignment.

Course Structure

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written assignments.

Minimum Technical Skills Expected from Students

Students are expected to be able to use BlackBoard proficiently to access course content. Basic computer skills and knowledge of common software (browsers, word processing, etc.) are required. For assistance with these, please contact the EKU help desk at 859-622-3000.

- You must be able to access and use the Blackboard course site as well as your EKU student e-mail account during this course.
- You must have access to a high-speed Internet connection.
- You must have access to, and have basic skills in using, Microsoft Office, version 2007 or higher. If you do not have access to Microsoft Office, you may get Office 365 Pro Plus for free through your official EKU myMail account!
- You must have access to a PDF reader, such the free Adobe Reader.
- You must have operable computer speakers, as such media as YouTube videos and lecture videos may be used in this course.

EKU Student Tutoring / Consultation Services

As an online student at EKU, you have access to three completely free tutoring / consultation services: Online Consultations from the Noel Studio, EKU Gurus, and SmartThinking.

1. EKU Gurus are carefully selected upperclass students who offer homework assistance in more than 25 different subjects. If you are on the EKU main campus, you may visit the Gurus in the Student Success Center. If you are off campus, they are accessible via a number of options:
    1. EKU Student Success Center (Gurus) website
    2. Connect via phone: 859-622-7861
    3. Connect via Twitter: EKUGURUS
2. EKU's Noel Studio for Academic Creativity provides online consultations in which a trained online consultant will work with you or your small group on any piece of communication, at any stage in the process, from brainstorming to finished product. You can connect with Noel Studio in various ways:
    1. Noel Studio website
    2. Online Consultations page

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3. Smarthinking is a third-party tutoring service to which EKU Online subscribes. If you are an e-Campus student, you have access to this online service.
    1. Access Smarthinking tutors directly by selecting "Smarthinking" on the main menu of this course site.
    2. View videos on how to use Smarthinking on the Smarthinking Student Resources website.
4. Other EKU tutorial and academic support services are available on the EKU Tutoring Services website.

Technical Support

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For all other technical problems such as retrieving forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in BlackBoard.

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    1. EKU's Information Technology Website
    2. EKU's Information Technology Student Support Webpage
    3. EKU's Information Technology on Twitter
    4. EKU's Information Technology Service Desk on Facebook
    5. EKU's Blackboard Student Quick Start Guide
2. Blackboard provides an entire playlist of tutorial videos for students.

Required Software

All students should have a working PC or Mac with either the Google Chrome or Mozilla Firefox browser installed. Course materials are typically posted in .docx or .pdf formats.

- Adobe Reader
- Microsoft Office 365
- Google Chrome and/or Mozilla Firefox

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Internet Requirements

A minimum download speed of 1.5 Mbps is recommended for taking online courses. This speed is common for DSL and satellite connections. Faster connections, such as fiber or cable will enhance your online experience. Wi-Fi connections are typically fine, but if you experience issues with video buffering or connection drop-out, we recommend a wired Ethernet connection.

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The virtual office is a place where you can post questions about the course that may be of interest to other students. I will answer these questions as promptly as possible. Also, be aware that our Instructional Designer Jason Hardin, will be monitoring the virtual office for any technical problems that students may have. In the case of technical problems that appear to be specific to you, contact EKU IT at 859-622-3000.

Non-Participation Policy

Please be advised that instructors have the right to drop students from any course due to non-participation. For information read the university's Use It or Lose It policy

Withdraw Policy

Student withdrawing after the fifth week of class will be assessed a $50.00 per credit hour fee for late withdraw. For information on the full withdraw policy, please visit EKU Withdrawal Information

Netiquette

In this course, and in other courses at EKU, we will exercise netiquette. Simply put, netiquette (or network etiquette) is the contemporary term for the proper way we communicate and interact with each other using the World Wide Web. There are several general guidelines for proper netiquette. First, remember your emotions! Communication over electronic means (such as Blackboard discussion boards) can easily be misconstrued by tone or other actions. Carefully consider your comments before typing them on the computer. Second, never assume that a person is speaking for the organization that they may work for. In this course, it will be assumed that all opinions and correspondence are personal expressions of the author alone. Next, keep all of your comments professional. There is no need to converse online in this course with expletives or other slang terminology. Last, but most importantly, use common sense and employ the golden rule - treat others as you would like to be treated.

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- Accessibility Accommodation Statement
- Academic Integrity Statement
- Discrimination and Harassment, Title IX, and Prevention Statement

The most up-to-date syllabus statements can be found on <u>EKU's Syllabus Statements</u> page. This syllabus was created in compliance with these policies and EKU's syllabi policy.

Lesson 1: All assignments are due by 11:59pm on Saturday March 23, 2024.
Topic: Course Orientation and defining violence against women.

- Review course syllabus.
- Learn course set-up.
- Post self-introductions and questions to class lounge.
- Watch short introductory video for this week.
- Read Sumerau, J. E. (2020). "Defining Manhood" in *Violent Manhood* (pp. 17-32), Lanham, MD: Rowman & Littlefield.
- Read DeKeseredy and Schwartz (2011). "Theoretical and Definitional Issues in Violence Against Women." In C. Renzetti, J.F. Edleson, & R. K. Bergen (Eds). *Sourcebook on Violence Against Women,* (pp.3-22). Thousand Oaks, CA: Sage Publications.
- Review lesson outline.
- Complete Discussion Board 1
- Respond to classmate's Discussion Board 1
- Complete Quiz 1

Lesson 2: All assignments are due by 11:59pm on Saturday March 30, 2024.
Topic: Domestic and Intimate Partner Violence.

- Watch introductory video for this week.
- Read Buzawa, E.S., Buzawa, C.G., & Stark, E.D. (2015). "Matters of History." In E.S. Buzawa, C.G. Buzawa & E.D. Stark (Eds). Responding to Domestic Violence: The Integration of Criminal Justice and Human Services (5th edn), Sage.
- Read Maier, S.L. & Bergen, R.K. (2018). Critical issues in intimate partner violence against women. In W.S. DeKeseredy & M. Dragiewicz (Eds), *Routledge Handbook of Critical Criminology,* Routledge (Taylor & Francis), pp. 295-304.
- Read Lynch, Jackson & Logan (2021). Coercive control, stalking, and guns: Modeling service professional's perceived risk of potentially fatal intimate partner gun violence. *Journal of*

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- Complete Quiz 2.

Lesson 3: All assignments are due by 11:59pm on Saturday April 6, 2024.
Topic: Sexual harassment, sexual assault, and rape in the US.

- Watch introductory video for this week.
- Read Campbell, R., & Townsend, S.M. (2011). Defining the Scope of Sexual Violence Against Women. In C. Renzetti, J.F. Edleson, & R. K. Bergen (Eds). *Sourcebook on Violence Against Women,* (pp.3-22). Thousand Oaks, CA: Sage Publications.
- Read Acquaviva1, B.L., O'Neal, E.N. & Clevenger, S.L. (2021). Sexual Assault Awareness in the #Metoo Era: Student Perceptions of Victim Believability and Cases in the Media. *American Journal of Criminal Justice.*
- Read Kolysh, S. (2021). "The Anatomy of Everyday Violence: Initiator." In *Everyday Violence: The Public Harassment of Women and LGBTQ People,* (pp.25-50), Rutgers University Press.
- Review lesson outline.
- Complete Discussion Board 3.
- Respond to Classmate's Discussion Board 3.
- Complete Quiz 3.

Lesson 4: All assignments are due by 11:59pm on Saturday April 13, 2024.
Topic: Stalking.

- Watch introductory video for this week.
- Read Korkodeliou, J. (2016). Stalking victims, victims of sexual violence and the criminal justice system. *British Journal of Criminology, 15,* 256-273.
- Read Dreke, R.J., Johnson, L. & Landhuis (2020). Challenges and Recommendations for Intimate Partner Stalking Policy and Practice: A Practitioner perspective. *Journal of Family Violence, 35,* 769-779.
- Read Maher, J.M., McCulloch, J. & Fitz-Gibbon, K.E. (2017). New forms of gendered surveillance? Intersections of technology and family violence" In M. Segrave & L. Vitis (Eds). *Gender, Technology and Violence,* Routledge, 14-27.
- Review lesson outline.
- Complete Discussion Board 4.
- Respond to classmate's Discussion Board 4.
- Complete Short Assignment 2.
- Complete Quiz 4.

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- Read Phillips, N. D. (2017). "Hey TV, Stop Raping Women!" In N. Phillips, *Beyond Blurred Lines:*
  Rape Culture in Popular Media, (pp. 69-96). London: Rowman & Littlefield.
- Read Caputi, J. (2021). "The Pornography of Everyday Life." In Yousman, B., Dines, G. and
  McMahon Humez, J. (Eds,), *Gender, Race and Class in Media,* (pp, 343-354). Thousand Oaks, CA:
  Sage.
- Read Collins, V. and Rothe, D.L. (2017). The consumption of patriarchy: Commodification to
  facilitation and reification, *Contemporary Justice Review,* 20(2), 161-174.
- Review lesson outline.
- Complete Discussion Board 5.
- Respond to classmate's Discussion Board 5.
- Complete Quiz 5.

Lesson 6: All assignments are due by 11:59pm on Saturday April 27, 2024.
Topic: Femicide

- Watch introductory video for this week.
- Read Dobash, R.E. and Dobash, R.P. (2011). What Were They Thinking?: Men who murder
  an intimate partner. *Violence Against Women, 17*(1), 111-134.
- Read Johnson, H., Eriksson, L., Mazerolle, P. and Wortley, R. (2019). Intimate Femicide: The
  role of coercive control. *Feminist Criminology, 14*(1), 3-23.
- Read Klein, J. (2005). Teaching her a lesson: Media misses boy's rage relating to girls in
  school shootings. *Crime, Media, Culture, 1*(1), 90-97.
- Review lesson outline.
- Complete Discussion Board 6.
- Respond to classmate's Discussion Board 6.
- Complete Short Assignment 3.
- Complete Quiz 6.

Lesson 7: All assignments are due by 11:59pm on Saturday May 4, 2024.
Topic: State-perpetrated violence against women.

- Watch introductory video for this week.
- Read Collins, V.E. "State violence, women, and gender." In DeKeseredy, W. and Dragiewicz,
  M. (Eds.), *Routledge Handbook of Critical Criminology,* (pp.190-200), New York, NY:
  Routledge.
- Read Collins, V.E. (2016). "War, violence and women: direct forms of state-perpetrated
  violence against women." In *State, Crime, Women and Gender,* (pp.63-81). New York, NY:
  Routledge.

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- Respond to classmate's Discussion Board 7.
- Complete Quiz 7.

Lesson 8: All assignments are due by 11:59pm on Saturday May 11, 2024.
Topic: Resisting and controlling violence against women.

- Watch introductory video for this week.
- Read Collins, V.E. (2016). "Women, resistance, and the state." In *State crime, women and gender*, (pp.136-159). New York, NY: Routledge.
- Read Hollander, J. (2009). The roots of resistance to women's self-defense. Violence Against Women, *15*(5), 574-594.
- Read Tolman, R.M. and Edlesen, J.L. (2011). "Intervening With Men for Violence Prevention." In C. Renzetti, J.F. Edleson, & R. K. Bergen (Eds). *Sourcebook on Violence Against Women,* (pp.351-369). Thousand Oaks, CA: Sage Publications.
- Review lesson outline.
- Complete Discussion Board 8.
- Complete Short Assignment 4.
- Complete Final Exam.

The syllabus is subject to change at the Professor's discretion.

CRJ 862 – Race, Identity and Policing
Professor
Peter B. Kraska, Ph.D.
Office: Stratton 466
Office Phone: 859-622-2011
Cell Phone: 859-358-8619 (I have a strong preference for receiving emails)
E-mail: peter.kraska@eku.edu

Course Description / Purpose
This course will examine in-depth the enduring problem of U.S. policing and race. Coverage will include the historical context of this problem, the contemporary situation, and an analysis of why this issue persists to plague society, the police, and minority communities. Emphasis will be placed on the larger social-structural forces at play and how these interconnect with personal identities.

There are no prerequisites for this course.

Required Reading
- Coates, T. N. (2015). *Between the world and me*. Text publishing.
- Hattery, A. J., & Smith, E. (2017). *Policing Black Bodies: How Black Lives Are Surveilled and How to Work for Change*. Rowman & Littlefield.
- Davis, A. (2017). Policing the Black Man. Vintage Books.
- Various assigned readings found either in course documents or linked in the weekly lessons.

Texts are available at http://eku.bkstore.com/

Additional Readings
Throughout the 6-week semester there will be additional readings that will supplement the course texts. These readings will all be available online in the course documents section.

Overall Learning Outcomes
Upon successful completion of this course, you will be able to:

- Develop an understanding and be able to apply and synthesize into the rest of the course material the rich and revealing historical context of the Race and Policing social problem. A deep analysis and understanding of Historical context is critical for this course because it is the history of race, racial oppression, and the police's role that allows us to comprehend and make theoretical sense of the current crisis in the U.S.
- Develop an understanding and be able to apply and synthesize into the rest of the course material the inextricable and consequential link between macro social/political/economic forces and the cultural construction of individual and collective identities – particularly as this applies to "race."
- Develop an understanding and be able to apply and synthesize into the rest of the course material the specific strategies/tactics/policies/laws used by the politicians, the media, and police to perpetuate this social problem.
- Demonstrate in-depth comprehension of the role of racial bias in policing as it relates to racial oppression; including the various levels of "intention" embedded within the notion of "racial bias."

Course Schedule
Course weeks begin on Monday morning at 10:00 a.m. and end on Sunday at 10:00 p.m., with the exception that Week 8 will end on Saturday at 8:00 p.m.

Course Methodology
This course is 100 percent online, with students expected to use EKU's Blackboard Learning System for all coursework The course will include weekly readings, video lectures, PowerPoint slides, weekly application/research assignments, and discussion boards. There will be only one exam – a final comprehensive

exam. Students are required to read the material for the course thoroughly, complete all assignments with graduate-school level proficiency, and be fully prepared to participate in discussion boards. Students are also required to have adequate working knowledge of Blackboard. If you encounter computer or Blackboard related problems, please post your questions or comments in " Virtual Office" and our technical support specialist will reply to your post, usually within 24 hours.

If you would like to get in touch with me, the best method is through email.

Course Correspondence Policy
It helps if email correspondence regarding the course must include the specific course (CRJ 862) as the first letters of the subject line.

- You are required to use your EKU assigned email address. This will ensure that you receive all course information in a timely manner. Please make sure you come up with a system for checking your email often. I will routinely send messages through email, and will notify you of a new instructional video when I post one. It makes it difficult to effectively teach online if there is a several day lag time between me sending a message and you receiving it. This time lag will not be accepted as an excuse for running late on assignments.
- All course assignments must be submitted within Blackboard. Assignments submitted as email attachments are okay only if we've talked about it first.
- All emails must be directed to me – Pete or Dr. Kraska.

Course Requirements
The workload for this course may seem at first reading too strenuous. Please keep in mind that this is a legitimate, graduate level Leadership course that must be squeezed into a 6-week format. There is no major end of the term assignment – instead the workload is dispersed throughout the semester. The reading is expansive, but it's really not that technical, and I won't be testing you over the fine details of the material but, rather, comprehending and being able to use the major organizing concepts and ideas. Of course
this doesn't mean the material can be skimmed…. I am also only giving you two tasks per week – besides the reading itself: an essay assignment and discussion board week. There will be no end of the semester or weekly application exercises like I would normally require.

With this in mind, students are required to:

- Complete all assigned readings during the week they are assigned. Due to the nature of online learning, it is difficult (but not impossible) for the professor to discern whether or not students are actually reading and studying the material. It is very important to read and study the three books and other study aids carefully. I realize that the chapter outlines I put together are quite detailed and they should help a lot in your studying (you're welcome :). HOWEVER, they will not be sufficient in and of themselves for getting this material.

  I will be assessing throughout the semester, the extent to which you've demonstrated you are reading and learning this material – as evaluated in your summary/commentary essays, the discussion board work, and the final exams. The extent to which you read and study these materials in a sincere, rigorous, and honest manner will determine the grade you receive in this course.

  The course requirements listed below are designed to both encourage you to read and study the material carefully, and to engage with the material in a way that will encourage in-depth learning and how this material can be applied in real-world situations.

- A 6-10 page (double-space, normal font, Word document) INFORMAL summary/reaction/commentary essay, written completely in your own words. (see below for more details).

- Discussion Board Questions and Responses to Questions. (see below for more details).
- Take the final examination. (see below for more details).
- Each of these assignments will be weighted as follows:
  - Average informal essay grade: 35%
  - Average discussion board grade: 35%
  - Final Exam: 30%

Required Work
- *Assigned Readings:* Reading assignments for each week are shown in the course schedule and outline (see above.) Please also take note of the outline notes. One technique a student shared with me was to keep a hard copy of the outline notes next to them while they did their text reading, and then this person highlighted and made notes on the outline sheets; seemed like an efficient means to learn the material and end up with some condensed notes for studying.
- *INFORMAL Summary/Commentary/Reaction Essays.* My goal in these essays is to get you to demonstrate that you are processing and thinking about the reading material and meeting the objectives listed for each lesson. They are to be completely in your own words (no cutting and pasting). I would like them to have a conversational tone. They should include your understanding of the material, thoughts, reactions, and questions – about the reading for each week. They should SPECIFICALLY REFERENCE material in the chapters. This is not an assignment about your opinion of the reading – rather, I want you to demonstrate what you're learning and how you're thinking in an informal, written manner. These essays should be anywhere from 6-10 pages. They will be graded based on the rubric posted in the Course Documents. You should address the various course objectives listed in each lesson, but the assignment overall is to demonstrate that you are THINKING about the written material.

The weekly essay assignments are due by 10:00 PM on Sunday of each week.

Discussion Board Questions and Responses. My approach to the discussion boards may be a bit different than what you've experienced in other online classes. I would like you to do the following for each week's material:

- Based on the reading, develop and post for your classmates two solid, thought-provoking questions. You MUST provide some context to your questions – so it won't be good enough just to ask, for example, "What is meant by racial bias." I am not looking for review or summary type questions where the respondent simply regurgitates the material. Rather, I'm looking for questions that will help your fellow students gain clarity over the material, and/or to help them think more deeply about the material. You are also welcome to ask hypothetical questions about, for example, real-world difficulties that would involve race and policing. *In fact, I think it would be highly beneficial in this course if you all tailored many of your questions and answers around issues/ideas/trends/concerns that impact policing and even adult and juvenile corrections and community corrections.* So, I would like **TWO** substantive, thought-provoking questions for your classmates to answer; each question should be **at least 3-6 sentences long.**
- Select 1 question each from 2 different students (total of 2 questions), and provide/post **AT LEAST** one substantive paragraph (at least 4-8 sentences) answer to those questions for your classmates. The answer should demonstrate your familiarity and in-depth understanding of the material.
- I of course encourage anyone to make additional follow up comments to this question and answer session if they feel so compelled.

Your discussion questions should be posted by 10:00 p.m. on Wednesday of each week. Your two responses/answers should be posted by 10 p.m. on Sunday of that same week. Remember your initial and follow-up postings will serve as a reflection of your understanding of course material to the professor.

Discussion board entries will be scored based entirely on relevance and quality, and all entries must demonstrate knowledge of course material from the particular lesson. For each week's worth of discussion

board work, you will be scored on a scale of 0-6. They will be graded on the following basis: 1) the extent to which you've demonstrated a solid grasp of the material; 2) the extent to which you are demonstrating that you are thinking about the material; 3) the extent to which your questions and responses **demonstrate significant effort.**

Final Examination: The final will be an " in-class" short answer essay exam. **You will be required to answer 12** of the questions and will have 2 days to complete the exam. The questions will be straightforward, and will ask you about the major learning objectives covered during the six weeks of class (in other words, not small detailed types of questions, but those that assess your overall comprehension of the material). Each answer should be **a minimum of 2 substantive paragraphs** long and should include specific information/concepts found in the course materials.

Course Requirements and Weights

	Number	Points/each	Total Points	% of Total
Final			100	43.86%
Weekly Essays	8	10	80	35.09%
Weekly DB	8	6	48	21.05%
		Total	228	100.00%

Scale for Calculation of Course Grades

Percentage Range	Letter Grade
100-90	A
89-80	B
79-70	C
69-60	D
Less than 60	F

Student Progress and Viewing Your Grade in BlackBoard
The My Grades link is under the Tools button on Blackboard. If you go into this section, you will be able to view any grades posted by your instructor. You will be notified of your grades on all assignments shortly after assignments are graded. Discussion board responses will typically be scored within 2 to 5 days of the due date. Exam and paper assignments will usually be graded within 7 to 10 days of the due date. You will be notified of any exceptions to these time frames.

Summer 2024 6-Week Term/Second Session

No. Weeks of TERM
Term Start Date
Term End Date
Last day to ADD or DROP a class. *Last day to change from P/F or Audit to GRADE.*
Mid-Term Date:*Mid-Term Grades Submission Deadline is 11:59 p.m.*

*Last day to WITHDRAW from class without a fee.
**Last Day to WITHDRAW from class. *Withdraw fee applies.*
Last day for 75% refund
Last day for 50% refund
Last day for 25% refund
Last Day to Change from Grade to AUDIT or P/F.

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E-Mail or Virtual Office Communications: It is anticipated that the instructor will respond to all email and/or virtual office correspondence within 48 hours during the school week (M-F). The instructor reserves the right for a longer response time if the email is sent late on Friday afternoon, on a holiday break, or over the weekend.

Grading/Feedback: It is anticipated that timely feedback will be given during this course. While the subject matter and complexity of the assignments will dictate the response time for grading and feedback, it is anticipated that the instructor will provide feedback and scores from one to two weeks following the submission of the assignment.

Course Structure

This course is structured like others in the online program. It's organized into 8 weekly lessons. Each lesson contains a list of objectives and a list of specific tasks. Using the instructional materials in each lesson and completing the tasks ensures that you are able to meet the objectives. The tasks for each lesson include reading assignments, discussion board posts, and written assignments.

Minimum Technical Skills Expected from Students

Students are expected to be able to use BlackBoard proficiently to access course content. Basic computer skills and knowledge of common software (browsers, word processing, etc.) are required. For assistance with these, please contact the EKU help desk at 859-622-3000.

- You must be able to access and use the Blackboard course site as well as your EKU student e-mail account during this course.
- You must have access to a high-speed Internet connection.
- You must have access to, and have basic skills in using, Microsoft Office, version 2007 or higher. If you do not have access to Microsoft Office, you may get Office 365 Pro Plus for free through your official EKU myMail account!
- You must have access to a PDF reader, such the free Adobe Reader.

- You must have operable computer speakers, as such media as YouTube videos and lecture videos may be used in this course.

EKU Student Tutoring Services

As an online student at EKU, you have access to two completely free online tutoring services: EKU Student Success Center and Noel Studio.

EKU Student Success Center

The Student Success Center, located on the ground floor of the library and online, provides free assistance for all EKU students. Students can request tutoring in more than 150 subjects, as well as other services including mentoring, workshops, advising, study space, computer use, and to ask questions related to your college experience. The EKU Gurus are trained tutors and mentors in the Student Success Center. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, test preparation, stress management, and more. Online assistance is available by request or drop in on our Discord server: https://discord.gg/gtxKrnk. For more information, visit our website at www.successcenter.eku.edu or email successcenter@eku.edu.

Bartleby 24/7 Homework Help

Bartleby is available to all online students and offers tutoring session, writing assistance and other individualised help for **free**. To use the service, click on the Bartleby link on the left side menu.

Noel Studio

EKU's Noel Studio for Academic Creativity provides online consultations in which a trained online consultant will work with you or your small group on any piece of communication, at any stage in the process, from brainstorming to finished product. You can connect with Noel Studio in various ways:

- Noel Studio
- Noel Studio nline Consultations
- Noel Studio Hours
- Send E-mail to Noel Studio Online Consultations
- Noel Studio phone number: 859-622-7330

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Additional Support Options

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   4. EKU's Information Technology Service Desk on Facebook

5. EKU's Blackboard Student Quick Start Guide
2. Blackboard provides an entire playlist of tutorial videos for students.

Required Software

All students should have a working PC or Mac with either the Google Chrome or Mozilla Firefox browser installed. Course materials are typically posted in .docx or .pdf formats.

- Adobe Reader
- Microsoft Office 365
- Google Chrome and/or Mozilla Firefox

All EKU students have access to Microsoft Office 365 for free. Accessibility and privacy policies for all technologies used within the course can be found on the Student Support Services page.

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A minimum download speed of 1.5 Mbps is recommended for taking online courses. This speed is common for DSL and satellite connections. Faster connections, such as fiber or cable will enhance your online experience. Wi-Fi connections are typically fine, but if you experience issues with video buffering or connection drop-out, we recommend a wired Ethernet connection.

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Student withdrawing after the fifth week of class will be assessed a $50.00 per credit hour fee for late withdraw. For information on the full withdraw policy, please visit EKU Withdrawal Information

Netiquette

In this course, and in other courses at EKU, we will exercise netiquette. Simply put, netiquette (or network etiquette) is the contemporary term for the proper way we communicate and interact with each other using the World Wide Web. There are several general guidelines for proper netiquette. First, remember your emotions! Communication over electronic means (such as Blackboard discussion boards) can easily be misconstrued by tone or other actions. Carefully consider your comments before typing them on the computer. Second, never assume that a person is speaking for the organization that they may work for. In this course, it will be assumed that all opinions and correspondence are personal expressions of the author alone. Next, keep all of your comments professional. There is no need to converse online in this course with expletives or other slang terminology. Last, but most importantly, use common sense and employ the golden rule - treat others as you would like to be treated.

Syllabus Statements

Please visit Syllabus Statements to read the following policies:

- Accessibility Accommodation Statement
- Academic Integrity Statement
- Discrimination and Harassment, Title IX, and Prevention Statement
- Mental/Physical Wellness Resources

The most up-to-date syllabus statements can be found on EKU's Syllabus Statements page. This syllabus was created in compliance with these policies and EKU's syllabi policy.

Eastern Kentucky University
College of Education and Applied Human Sciences
Department of Teaching, Learning, and Educational Leadership
EDC 106: Culturally Responsive Perspectives
3 Credit Hours
Spring 2024

Course Information
100% Online Asynchronous

Instructor:
Email:
Office Phone:
Office Location:

Catalog Course Description: EDC 106 (3) I, II. Course addresses concepts of culture, cultural competency and responsiveness, inclusion and equity. Students will reflect on how these concepts intersect in social and professional settings and will better understand marginalized populations, utilizing this information to provide culturally responsive services in globally diverse communities.

The professor reserves the right to edit or change assignments and/or due dates based on the best interests of student learning and/or when circumstances are beyond the instructor and students' control (e.g., university closures).

Required Text(s) and Course Materials:

Slater, D. (2017) *The 57 Bus*. Farrar, Straus and Giroux. **ISBN** 0374303231

Student Learning Outcomes: Students will:

a. Upon completion of this course, students will have learned the concepts and application of management diversity, cultural competency, cultural responsiveness, equity, inclusion and the guiding principles for implementation and impact. **(CAEP 1;** *PC 2, PC 3, PC 4;* **InTASC 2d, 2j, 2k, 2l, 2m, 2n, 2o, 9e, 9i, 9m, 10q***)*
b. Students will discuss the importance of continuously building skills towards cultural competence and recognize the value-added outcomes for effectiveness in diverse communities. **(CAEP 1; PC 2, PC 3; InTASC 2d, 2j, 2k, 2l, 2m, 2n, 2o, 10q)**
c. Students will demonstrate a basic understanding of the framework and impact of institutional power, privilege and marginalization. **(CAEP1; PC3; InTASC 2d, 2j, 2k, 2l, 2m, 2n, 2o, 10q)**
d. Students will reflect upon culturally responsive practices, both personally and professionally. (**CAEP 1; PC2, PC4; InTASC 2d, 2j, 2k, 2l, 2m, 2n, 2o, 4m, 4o, 4p, 4q, 9e, 9i, 9m, 10q)**
e. Students will demonstrate a basic understanding of how to function appropriately in different cultural contexts. **(CAEP 1; PC 2, PC 4; InTASC 2d, 2j, 2k, 2l, 2m, 2n, 2o, 8p, 8q, 9e, 9i, 9m, 10q)**
f. Students will explain the phenomena that occur when cultures intersect. **(CAEP 1; PC1, PC4; InTASC 2d, 2j, 2k, 2l, 2m, 2n, 2o, 8p, 8q, 10q)**
g. Students will examine their "Blind Spots" (perceptions) in order to empathize with people who come from different backgrounds **(CAEP 1; PC2, PC4, InTASC 2d, 2j, 2k, 2l, 2m, 2n, 2o, 4m, 4o, 4p, 4q, 8p, 8q, 9e, 9i, 9m, 10q)**

Course Expectations:

a. analyze the basic concepts of diversity, cultural competence, culturally responsiveness, equity and inclusion.
b. To evaluate our own identities, biases, and position as it relates to cultural and social differences.
c. To discuss a new knowledge base and skills in the creation of culturally responsive practices.
d. To discuss and analyze effective strategies, methods and materials related cultural competence.
e. To analyze and evaluate global and intercultural issues.
f. To develop an understanding of power, privilege and marginalization.

Evaluation Methods: (Can be provided in an alternate format if needed.)

Assignments	Points	Description
Cultural Autobiography	30	Your cultural autobiography assignment must elaborate on the specific cultural identities with which you identify and reference **key life events.** The purpose of this task is to become aware of your personal beliefs and attitudes, setting the stage for learning about another person's life story. A rubric is provided.
Module Quizzes	70	There will be a 10 point quiz associated with each learning module.
Module Assignments	70	There will be a 10 point assignment associated with each learning module.
Looking at Current Events through a Culturally Responsive Lens	30	This requires students to select on ongoing current event and provide an analysis of the issue through a culturally responsive lens. A rubric is provided.
Online Midterm Exam	70	Selected response questions covering all work up to that point.
The 57 Bus Group Discussions	40	Group discussions will take place using the Bb group discussion forum. Each week's discussion will be worth 10 points. A discussion rubric will be provided.
The 57 Bus – Written-Response Exam	50	This is a written-response exam that will ask students to connect major class concepts to *The 57 Bus*.
Pre and Post CRP Survey	10	There will be a pre and post self-reflection related to course objectives.
Total Points = 440		

Grading Scale:

92 - 100% (403-440 points) = A
83 – 91% (363-402 points) = B
74 – 82% (323-362 points) = C

65 – 73% (284-322 points) = D
Below 65% (0-283 points) = F

Student Progress:
Student progress will be communicated through feedback on assignments and posted grades in Blackboard. At the mid-point of the semester a mid-term grade will be posted in MyEKU.

Attendance Policy:
Students are <u>expected</u> to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. *Therefore, attendance is considered mandatory.*

Deadlines: Add/drop and refund policies
Accessibility Accommodation Statement
Academic Integrity Statement
Discrimination and Harassment, Title IX, and Prevention Statement
Mental/Physical Wellness Resources

Official Email:
An official EKU email has been established for each registered student, faculty, and staff member. All University communications shall be sent via student's EKU email address. Students are expected to check their official EKU email on a daily basis.

Course Outline: (Can be provided in an alternate format if needed.)

Week of	Topic	Tasks
January 16	Introductions & Course Overview CRP pre-test	Introductory Module
January 22	What is Culture?	Module 1
January 29	Cultural Diversity	Module 2
February 5	Cultural Autobiography	Cultural Autobiography
February 12	Bias and Microaggressions	Module 3
February 19	Stereotypes, Prejudice and Discrimination	Module 4
February 26	Privilege and Power	Module 5
March 4	Equity v/s Equality, Diversity v/s Inclusion	Module 6
March 11	Spring Break	Spring Break
March 18	Allies and Antiracism	Module 7

March 25	Looking at Current Events through a Culturally Responsive Lens	Current Event Analysis
April 1	*The 57 Bus* Part 1	Group Discussion
April 8	*The 57 Bus* Part 2	Group Discussion
April 15	*The 57 Bus* Part 3	Group Discussion
April 22	*The 57 Bus* Part 4	Group Discussion
April 29	*The 57 Bus* – Written-Response	The 57 Bus – Written Assessment
May 6 Final Exam Week	CRP Post Self-Reflection Final Exam	Post Reflection and Final Exam

Eastern Kentucky University
College of Education and Applied Human Sciences
Department of Teaching, Learning, and Educational Leadership
EDC 300: Differentiation in Inclusive Classrooms - CRN: 21846
Credit Hours: 3
Spring: 2024

Course Information
Days: Monday and Friday
Time: 9:05-10:20
Location: Combs 413

Instructor:
Email: Jason.Miller2@eku.edu
Office Phone: 859-622-1127
Office Location: Combs 102
Office Hours:
- Monday: 10:20am – 2:20pm
- Friday: 10:20am – 12:20pm
- Also, by appointment

Catalog Course Description: EDC 300 Differentiation in Inclusive Classrooms. (3), I, II. Prerequisites: Admission to professional education. Co-requisites: EMS 300W or EMS 300. Differentiating instruction for diverse learners in all education settings. Collaboration and planning to address the needs of diverse learners. Credit will not be awarded to students who have credit for SED 402.

The professor reserves the right to edit or change assignments and/or due dates based on the best interests of student learning and/or when circumstances are beyond the instructor and students' control (e.g., university closures).

Required Text(s) and Course Materials:
1. Fogarty, R.J. & Pete, B.M. (2011). *Supporting Differentiated Instruction: A Professional Learning Communities Approach.* Bloomington, IN: Solution Tree Press. ISBN: 978-1-935249-56-6
2. Sachar, Louis (1985). *Sideways Stories from Wayside School*. New York, NY: Avon Books. ISBN: 0-439-34145-0

Other required materials:

- Must bring a computer to class for each class session (if you do not have a computer, you can check one out from the library (learn more at http://library.eku.edu/technology).
- Must use Blackboard and your EKU email for all work in this course.
- **Access to a Taskstream account.**

Voluntary Texts:

Elementary Majors:
Tomlinson, C.A. & Edison, C.C. (2003). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum (Grades K-5).* Alexandria, VA; ASCD. ISBN: 0-87120-7605

Middle School Majors

Tomlinson, C.A. & Edison, C.C. (2003). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum (Grades 5-9).* Alexandria, VA; ASCD. ISBN: 0-87120-655-2

Secondary Majors

Tomlinson, C.A. & Edison, C.C. (2003). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum (Grades 9-12).* Alexandria, VA; ASCD. ISBN: 1-4166-0050-7

Student Learning Outcomes: Students will:

Upon completion of the course, students will be able to:

Learning Outcome:	Standards					
	CAEP	InTasc	ISTE-NETS	PGES	Professional Core	SPAs (as applied for program areas)
1. Design authentic problem-based activities that advance student motivation, engagement and creativity.	1	1b, 1e, 1g, 1h, 2a, 2b, 2d, 2f, 2h, 2k, 7b	1, 2, 3, 4	1, 2, 3, 4	3	
2. Modify instruction, environment, and management procedures and implement a variety of teaching strategies suited to individual needs of diverse learners	1	1b, 1e, 1f, 1g, 1h, 3f, 5g, 8a, 8c	3	1, 2, 3, 4	1,4	ACEI 1, 2, 3, 4 CAEP-ETS 1, 2, 3, 4 AMLE 1, 2, 3, 4
3. Collaborate with professionals, colleagues, parents, and students to develop, implement, monitor, and evaluate individualized learning plans.	1	1c,2c,3c, 3d, 3e	3	1, 2, 3, 4	1,2,5	
4. Implement varied assessment methods to measure student progress fairly and equitably.	1	6a	3	1, 2, 3, 4	1,2,4	ACEI 4 CAEP-ETS 3 AMLE 4
5. Evaluate and synthesize research literature and resources to create a professional learning community that addresses differentiated instruction in inclusive classrooms.	1	4a, 4b, 4c, 4d, 4f, 4g, 4h, 4i	3	1, 2, 3, 4	1,2,3,4,5	

6. Analyze school student performance assessment data. a. Describe the relationship of balanced assessment systems, curriculum, and instruction. b. Use the results of assessments for learning and assessments of learning to recommend changes and adjustments to curriculum and instruction.	1	6a, 6h, 7d,	1, 4, 5, 9			

Course Expectations:

In order to ensure that you will develop the ability to apply your course content, you must keep up with the coursework within modules. This means that all assignments, including readings, discussion board posts, quizzes, projects, and other assignments, must be completed on time.

Evaluation Methods:

All work should be completed and turned in by the designated due date. All assignments that need to be completed and submitted during this course are provided in Blackboard in the Modules content area. Full instructions are provided for each. If you have any trouble downloading course documents or video lessons, please let your instructor know as soon as possible

Assessment Tool	Percentage	Points
Module 1 Assignments	15%	150
Module 2 Assignments	20%	200
Module 3 Assignments	20%	200
Module 4 Assignments	25%	250
Reflective Journals / Professional Behaviors / Dispositions	20%	200
Total	100%	1,000

Grading Scale:

90-100   A   900-1000
80-89   B   800-899

70-79	C	700-799
65-69	D	650-699
65-below	F	649-0

Student Progress:
Student progress will be communicated through feedback on assignments and posted grades in Blackboard. At the mid-point of the semester a mid-term grade will be posted in MyEKU.

Attendance Policy:
Students are expected to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. *Therefore, attendance is considered mandatory.*

Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences are subject to failing the course.

- Students enrolled in TR sections may not exceed **3** unexcused absences for the semester.
- Students enrolled in a MWF section may not exceed **5** unexcused absences for the semester.
- Students enrolled in a class that meets periodically or once a week may not exceed **1** unexcused absence for the semester.

For the purposes of this course, "excused absences" include verifiable medical or family emergencies, University approved activities (accompanied by a University excuse), illness (yours or a family member's), and other absences as outlined in the University's "Student Absence from Class" policy. Students should be prepared to document the reasons for the absence. Students whose absences are not excused will not normally be allowed to make up tests, quizzes, and/or assignments. Students who anticipate having a high number of *excused* absences should contact their instructor as soon as the situation arises so that they can make arrangements for how to handle missed class time.

Late arrival or early departures from class that are unexcused will be considered in the tabulation of absences as well.

Students in online, asynchronous courses show active participation in courses by logging into Blackboard, regular participation with instructor and peers, and completing and submitting assignments on time.

Deadlines: Add/drop and refund policies
Accessibility Accommodation Statement
Academic Integrity Statement
Discrimination and Harassment, Title IX, and Prevention Statement
Mental/Physical Wellness Resources

Student Success:

The Student Success Center, located on the ground floor of the library, provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 150 courses, as well as other

services including mentoring, workshops, study space, computer use, and with any questions related to your college experience. Drop-in visits are welcome, and no appointment is necessary.

For more information about the Student Success Center, please click More on this Announcement.
Location: Library 106D
Cost: Free
Contact Information: Dr. Ashley Sweat, +1 859-622-7861

Official Email:
An official EKU email has been established for each registered student, faculty, and staff member. All University communications shall be sent via student's EKU email address. Students are expected to check their official EKU email on a daily basis.

NOEL STUDIO: Syllabi Blurbs, Orientations, & Workshops/Toolkits for Spring 2024
The Noel Studio offers writing, communication, and research support for undergraduate and graduate students from any major.

Let students know we can help them develop stronger, more effective communication and writing skills by including a Noel Studio blurb on your Spring 2024 syllabi, requesting orientations/presentations or informational materials for your courses, and/or posting an announcement to Blackboard to remind students of these resources.

Faculty can also request Noel Studio workshops and/or DIY workshop toolkits that explore foundational writing and communication topics. Workshops are facilitated in the Noel Studio by our staff. Toolkits include materials (video lectures, lesson plans and/or student resources) and suggestions for engaging students in synchronous and asynchronous environments.

Website: https://studio.eku.edu/services-for-my-students-and-classroom

Course Outline:

- Specific information regarding the course outline and the course assignments are located in the course outline document.

Other information (as needed):

Eastern Kentucky University
College of Education and Applied Human Sciences
Department of Teaching, Learning, and Educational Leadership
EDF 804 – Teaching and Leading with Technology CRN: 12123
2 Credit Hours
Fall 2023

Course Information
Days: 100% online
Time: Asynchronous
Location: Online

Instructor: Dr. April Blakely
Email: april.blakely@eku.edu
Office Phone: 859-622-2396
Office Location: Combs 415
Office Hours: Monday and Thursday, 11 am – 2 pm

Catalog Course Description: EDF 804: Teaching and Leading with Technology. (Co-req.: ETL 806). The applications of technology for teaching and learning in educational settings, including uses for promoting interactive engagement, reflection and inquiry, diversity and equity, and leadership.

The professor reserves the right to edit or change assignments and/or due dates based on the best interests of student learning and/or when circumstances are beyond the instructor and students' control (e.g., university closures).

Required Text(s) and Course Materials:
1. Highfill, L., Hilton, K., & Landis, S. (2016). The HyperDoc Handbook: Digital Lesson Design Using Google Apps. Create Space.
2. Clark, H., & Avrith, T. (2019). The Google Infused Classroom: A Guidebook to Making Things Visible and Amplifying Student Voice. Elevate Books.
3. Hardware: Because this is a web-based course, you will need the following in order to participate:
   - A computer with reliable Internet access
   - A webcam. The webcam may be built into your computer/laptop or can be purchased separately. We recommend a webcam with a built-in microphone.
   - Software: The projects for this class will require you to download and install some free applications from the Internet. You must have the ability to download and install software.
4. Subscription: This course includes a Key Assessment with a required TaskStream submission. Ensure that your TaskStream subscription is current for this course.

Student Learning Outcomes: Students will:
1. Articulate policies related to safe, legal and ethical technology use (e.g. copyright, ADA, compliance, academic integrity, web interactions that protect oneself and others while online). (ISTE 3d; CAEP 1; InTASC 9f)
2. Analyze current technology products (e.g. websites, apps, software) based on research-based practices in teaching. (ISTE 2c, 5c, 6b, c; CAEP 1; InTASC 4f)

3. Analyze personal classroom practice in relation to current technology policies and standards (at a national, state, and district level). (ISTE 5c, 6b, c; CAEP 1, InTASC 4g)
4. Discuss and design technology rich content (e.g. authentic/real-world, problem-based, Universal Design for Learning, service learning, differentiation) for use in appropriate, discipline-specific instruction (e.g. English/language arts, math, sciences, arts, and humanities) (ISTE 2c, 3a, b, c, d, 4a, b, c, d, 5b, c, 6 b, c; CAEP 1; InTASC 5a, b, c, l, 7k, 8g, h, n; IECE 1, 2, 3, 4, 5, 9; ACEI 3, 4, 5; AMLE 2, 4, 5)
5. Discuss and design technologies to advance student engagement, creativity, and collaboration (e.g. students, peers, parents, content experts and other community members). (ISTE 3a, b, c, d, 4a, b, c, d, 6d; CAEP 1; InTASC 3g, 7k, 8g, h, n)
6. Select and apply appropriate technology resources to affirm diversity and address student differences. (ISTE 2b, 3a, 4d, 5a; CAEP 1; InTASC 2a)
7. Analyze technology that assists with formative and summative assessment design and implementation. (ISTE 7a, b; CAEP 1; InTASC 6i)
8. Integrate technology into classroom organization (e.g. computer lab, set of digital classroom devices, and administration of school-wide assessments using technology) including various student group configurations. (CAEP 1; InTASC 3g, 7k)
9. Identify resources to continue professional growth in technology-rich instructional practice. (ISTE 1.a, 1c; CAEP 1; InTASC 9a, d)

Course Expectations:

This course will not have face-to-face class meetings. Instead, you will participate in class activities through a combination of Internet tools including Blackboard, email, web conferencing, and other web-based services. When you interact with your classmates or the instructor(s), please remember that there is a person at the other end of the technology and follow the principles of netiquette, included in Other Documents in the course.

Evaluation Methods:

The assignments in this course include the following:
1. Module Assignments
2. Collaborations
3. Discussions
4. Technology Key Assessment

Grading Scale:

A = 92-100%
B = 83-91%
C = 74-82%
D = 65-73%
F = 0-64%

Student Progress:

Student progress will be communicated through feedback on assignments and posted grades in Blackboard. At the mid-point of the semester a mid-term grade will be posted in MyEKU.

Assignment due dates are posted with each module in Blackboard. All due dates are final and any requests for time extensions should be communicated by email to the instructor prior to the posted due date. Permission for extensions are reviewed on a case-by-case basis and follow the guidelines set by EKU policy.

Templates for all assignments are posted within the module in Blackboard. The Key Assessment must be posted in Taskstream and completed successfully, with a holistic score of 3.0 and a grade of C or higher, to earn a grade of C or higher in the course.

All course requirements must be original work prepared for this course, in Standard English, and submitted on time. Dispositions are evaluated throughout the course within each module and include professional dispositions (punctuality, preparedness, professionalism, effective oral and written communication skills, appreciation for diversity, self-reflection, and willingness to accept feedback) and personal dispositions (positive attitude, appropriate interaction, and positive perception of self and others). Each student will receive a dispositions/ participation grade for the course. Examples of how students might lose points include submitting work late, inappropriate or ineffective communication, and ineffective self-reflection.

Attendance Policy:
Students are <u>expected</u> to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. *Therefore, attendance is considered mandatory.*

Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences are subject to failing the course.

- Students enrolled in TR sections may not exceed **3** unexcused absences for the semester.
- Students enrolled in a MWF section may not exceed **5** unexcused absences for the semester.
- Students enrolled in a class that meets periodically or once a week may not exceed **1** unexcused absence for the semester.

For the purposes of this course, "excused absences" include verifiable medical or family emergencies, University approved activities (accompanied by a University excuse), illness (yours or a family member's), and other absences as outlined in the University's "Student Absence from Class" policy. Students should be prepared to document the reasons for the absence. Students whose absences are not excused will not normally be allowed to make up tests, quizzes, and/or assignments. Students who anticipate having a high number of *excused* absences should contact their instructor as soon as the situation arises so that they can make arrangements for how to handle missed class time.

Late arrival or early departures from class that are unexcused will be considered in the tabulation of absences as well.

Students in online, asynchronous courses show active participation in courses by logging into Blackboard, regular participation with instructor and peers, and completing and submitting assignments on time.

Deadlines: Add/drop and refund policies

Accessibility Accommodation Statement
Academic Integrity Statement
Discrimination and Harassment, Title IX, and Prevention Statement
Mental/Physical Wellness Resources

Official Email:

An official EKU email has been established for each registered student, faculty, and staff member. All University communications shall be sent via student's EKU email address. Students are expected to check their official EKU email on a daily basis.

Course Outline:

Module 1: Thoughtful Task Development
- Unit Plan with SWBAT/ACES Framework, 50 points
- Wiki: Traditional vs. Technology-rich, Formative
- Discussion: Rigor and Standards, 20 points

Module 2: Demonstrating Understanding
- Discussion: Supporting Creation, 20 points
- Project Rubric, 50 points

Module 3: Curiosity and Lifelong Learning
- Discussion: Sparking Curiosity, 20 points
- Student Interest Survey, 50 points
- KY Digital Driver's License, 20 points

Module 4: Collaboration through Digital Tools
- Key Assessment, Task A, Collaboration and Communication, 25 points
- Discussion: Conversations and Collaborations, 20 points
- Code Academy, 40 points
- Scratch Video, 50 points

Module 5: Triple E Framework: Engagement, Enhancement, and Extension
- Key Assessment, Task B, Instruction, Assessment and Student Engagement, 25 points
- Discussion: Engagement, Enhancement, and Extension, 20 points

Module 6: Moving Forward with Purpose
- Key Assessment, Task C, Planning with Technology, 50 points
- Fake News in an Exponential World, 20 points
- Final Quiz, 26 points

Other information (as needed):

Dr. Blakely strives to respond to questions deposited to the Virtual Office within 24 hours during the work week. If the matter is more urgent or of a personal nature, feel free to email her at april.blakely@eku.edu for a faster reply. Assignment feedback will be received within one week of the submission deadline for each module. However, generally feedback is available to students within 72 hours of the module closing. Only rarely will it take one week to receive feedback.

Dr. Blakely maintains campus office hours weekly when you can reach her in person or by phone. She monitors the Virtual Office, voice mail, and email daily until 4:30 pm each business day.

Eastern Kentucky University

The Graduate College
Department of Educational Leadership and Counselor Education
Course Syllabus for EDL 941, CRN 22010
EDL 941 Examining Diversity, Race & Cultural Equity (3 credits)
Spring, 2023

Instructor: Dr. Roger Cleveland
Office: 410 Combs Building
Email:
Roger.Cleveland@eku.edu
Office Hours: By appointment
Class Dates/Times/Location: Wednesday, 5:00 – 7:45pm/Combs 218 (Virtual)

Catalog Course Description

EDL 941 Examining Diversity, Race & Cultural Equity. (3) A. Examines education as a social and cultural phenomenon. Students will gain skills to critically analyze educational practice, promote inclusion in schools, lead for cultural competency within organizations, and work with varied communities to better serve marginalized students.

Additional information
This course is part of the 18-hour Educational Leadership & Policy Studies concentration core. Students will explore multicultural and antiracism theories, politics of education, and be introduced to implementation science for equity evaluation and research. Students will conduct a small-scale equity audit and write a policy summary, conduct a situational analysis logic model, and apply strategies for building inclusive, transformative educational institutions. The course will take critical applied research to practice approach to examining race, diversity, and cultural equity in educational settings.

Texts and Course Materials
All course readings will be provided for students in Blackboard.

The writing style for this class will be APA 7th edition.
APA Reference Manual:
> American Psychological Association. (2021). *Publication manual of the American Psychological Association* (7th Ed.), Washington, DC: APA.

Student Learning Outcomes
By the end of the course, students will demonstrate ability to:
1. Interpret major theories of antiracism, multiculturalism, and equity in relation to educational policy and practice.

2. Explore gender, race, class, and sexual orientation as barriers to educational success.
3. Identify school leader actions that increase inclusivity, equity, and diversity and transform educational organizations.
4. Identify characteristics of culturally competent educational leaders who work within schools and communities.
5. Integrate antiracism and multicultural theories into the analysis and improvement of specific educational practices.
6. Apply theories and recommend strategies for leaders to effectively deal with diversity issues and increase inclusiveness within a specific organization/setting.
7. Conduct a small-scale equity audit and be introduced to implementation science around diversity, equity, and inclusion.

Evaluation Methods/Criteria:

Grades in this class will be based on the number of points that the candidate obtains during the semester. **A total of 425 points is possible in the course.**

Grading Scale

- A = 92-100% (389-425 points)
- B = 84-91% (355-388 points)
- C = 76-83% (321-354 points)
- D = 68-75% (287-320 points)
- F = Below 68% (0-286 points)

Assessments, Related Student Learning Objectives, and Possible Points

The following provides a list of the assessments in the course, with their corresponding student learning objectives and possible points.

Assessment	Student Learning Objective (SLO)	Points Possible
(10) Reflections Papers	Identify school leader actions that increase inclusivity, equity, and diversity andtransform educational organizations.	100 Points Every Week
Equity Desk Audit.	Apply theories and recommend strategies for leaders to effectively deal with diversityissues and increase inclusiveness within a specific organization/setting.	100 Points **Due Date: 4/26**
Equity Desk Audit Presentation	Apply theories and recommend strategies for leaders to effectively deal with diversity issues and increase inclusiveness within a specific organization/setting.	25 Points **Due Date: 5/3**
Annotated Bibliography-Approved Topics (Education Equity, Culturally Responsive Leadership,	Explore gender, race, class, and sexual orientation as barriers to educational success.	100 Points **Due Date: 2/22**

Assessment	Student Learning Objective (SLO)	Points Possible
Race Equity, Critical Race Theory, LGBTQ+)	Identify characteristics of culturally competent educational leaders who work withinschools and communities. Integrate antiracism and multicultural theories into the analysis and improvement ofspecific educational practices.	
Literature Review (Any topic related to Diversity, Equity, Inclusion)	Identify school leader actions that increase inclusivity, equity, and diversity andtransform educational organizations. Explore gender, race, class, and sexual orientation as barriers to educational success. Integrate antiracism and multicultural theories into the analysis and improvement ofspecific educational practices.	100 Points **Due Date: 3/30**

Diversity Course Statement:
> This course is committed to creating and fostering a positive and inclusive learning environment where diversity and individual differences are understood, respected, appreciated, recognized, and celebrated.

Student Progress:
> Student achievement will be assessed by the instructor for all assignments.

Course Outline:
> **Major Course Topics**
> a. Understanding marginalization: The relationship of gender, race, social class, sexual orientation, and educational experience.
> b. Antiracism and multicultural theories- approaches and critiques.
> c. Other cultural foundational approaches to educational leadership.
> d. Cultural, social, and political pressures on educational leaders.
> e. Cultural responsiveness, cultural competency, and leader strategies for organizational improvements.
> f. Connecting theory and practice: Students assess inclusive practices of educational leaders.

Course Schedule:

<mark>COURSE SCHEDULE *This schedule is subject to change at the instructor's discretion.</mark>

Module	Topics	Dates
Module 1	Course introduction Lecture Common Language (Understanding Diversity, Equity and Inclusion	**Jan 18-24**
Module 2	Lecture Common Language (Understanding Diversity, Equity and Race Equity) **Assignment**: Reflection #1 (Response to Lecture) **Due 1/25** submit in Blackboard by 11:59pm	**Jan 25-31**
Module 3	Guest Lecture: **Assignment:** Reflection #2 (Response to Lecture) **Due 2/1** submit in Blackboard by 11:59pm Read Assigned Article for 2/15	**Feb 1-Feb 7**
Module 4	Lecture: Understanding Racism and Racism in Schools **Assignment:** :Reflection #3 (Response to Assigned Reading) **Due 2/8** submit in Blackboard by 11:59pm	**Feb 8-14**
Module 5	**Guest Lecture:** **Assignment:** Reflection #4 (Response to Lecture, Reading and Video) **Due 2/15** submit in Blackboard by 11:59pm	**Feb 15-21**
Module 6	**No Class** **Annotated Bibliography Due Feb. 22nd** Submit in Blackboard by 11:59pm	**Feb 22-28**
Module 7	**Guest Lecture**: **Assignment:** Reflection #5 (Response to Guest Lecture) **Due 3/1** submit in Blackboard by 11:59pm	**March 1**
Module 8	**Lecture: Race Politics and Education** **Assignment:** Reflection #6 (Response to Guest Lecture) **Due 3/8** submit in Blackboard by 11:59pm	**March 8-12**
Module 9	**Spring Break!** **No Class! March 13th-17th**	
Module 10	**Guest Lecture:** **LGBTQ Topics** **in Education** No Assignments Due	**March 22-28**
Module 11	**Lecture:** **Intersectionality** **Assignment:** Reflection #7 (Response to Guest Lecture) **Due 3/29** submit in Blackboard by 11:59pm **Literature Review Due 3/29th Submit in Blackboard by 11:59**	**March 29-April 4**
Module 12	**Lecture:** Cultural Competency & Cultural Humility **Assignment:** Reflection #8 (Response to Lecture on Intersectionality) **Due 4/5** submit in Blackboard by 11:59pm	**April 5-11**

Module 13	Guest Lecture: **Assignment:** Reflection #9 (Response to Cultural Competency & Cultural Humility) **Due 4/12** submit in Blackboard by 11:59pm	**April 12-18**
Module 14	Lecture: Contemporary issues in education	**April 19-25**
Module 15	Lecture: Assessing DEI Educational Environments	**April 26-May 2**
Module 16	**Class presentations (Diversity, Equity and Inclusion Desk Audits)**	**May 3**

Assignment Descriptions:

Assignment #1-Class Reflection Papers (Every Week)

Students should write a 2 page, doubled spaced, 12 Font, Times New Roman reflection of the class lecture, activities, guest speaker, readings or videos each week. Your reflections should focus on what you learned each week, as well as reflecting on how these topics impacts educational campuses in P-20 environments.

You may also write about personal experiences that are related to the lecture, activities or reading. No reference page is required for the critical reflection papers because you will reflect on the book you readfor the week. You will have a reflection each week unless noted on the academic schedule. **All reflections papers should be posted in Blackboard by 11:59pm of the day of class. Submit all work in Blackboard.**

Assignment #2-Annotated Bibliography: Due 2/22/23

What is an annotated bibliography? A bibliography is a list of citations to sources (books, articles, films, websites, etc.) that you used when researching a topic. An annotated bibliography includes a summary and evaluation of each source. These annotations are written in paragraph form and for the purposes of this class should include the following information: 1. An explanation of the main purpose of source 2. A brief summary of key findings or arguments of source 4. The value of this work as a contribution to the topic you are exploring.

An annotated bibliography can include a list of books, book chapters, articles, or other documents you have read. Each entry begins with a citation (using APA format) followed by a descriptive, evaluative annotation of the source. Provide 10 Annotations for this assignment articles or textbooks. You will find an example in the appropriate module.

Assignment #3-Small Scale Literature Review

A literature review is a descriptive summary of research on a topic that has previously been studied. The purpose of a literature review is to inform readers of the significant knowledge and ideas that have been established on a topic. Its purpose is to compare, contrast and/or connect findings that were identified when reviewing researchers' work. Oftentimes, literature reviews are written to ground a study in a particular context of what is known about a subject in order to establish a foundation for the topic (or question) being researched.

The purpose of this assignment is to facilitate your abilities to research a topic of study so you can learn to (1) identify and formulate an inquiry question that defines what you'd like to learn, (2) apply your knowledge on reading research that you've learned in class, (3) analyze information found in educational journal articles, and (4) synthesize new knowledge into a written small-scale literature review.

Assignment Description:
For this assignment you are asked to complete a small-scale literature review on an educational topic related to Diversity, Equity and Inclusion of your choice. You are asked to locate at least 5 educational journal articles on your topic and write a 3 -5 page literature review on the articles you've selected.

The Literature Review should be uploaded in Blackboard by 5pm on 3/29/2023.

Assignment #4-Diversity, Equity and Inclusion Desk Audit:
A diversity, equity, and inclusion audit evaluate how well organizations support students and employees, specifically from marginalized groups. It reveals what needs to be changed and helps chart a path toward a more inclusive campus environment. The DEI audit can be conducted at the K-12 or Higher Education level.

Documents to consider reviewing during the audit:
Strategic Plan, Achievement Data, Policies, Student Handbook, Faculty Handbook, Climate Surveys, Syllabus, Graduation Data, Hiring Practices, Retention Data, Demographic Data etc. Each student will write a 2-4 page narrative of your findings and submit three recommendations to the organization. You will present **(in-person)** your findings and recommendations at the end of the semester. The presentation should not last more than seven minutes.

Students will submit the diversity, equity and inclusion desk audit report **in Blackboard by 11:59pm on 4/26/2023.**

DEI Desk Audit Presentation-May 3rd

Late work policy:
Late work will not be accepted. Graduate students are expected to come to class prepared and complete all assignments on time and upload them in Blackboard before the due date and time. Once the due date has passed to submit assignments, they will no longer be available in Blackboard. Exceptions will be considered for an illness or emergency that you can document with a note from a medical provider.

Attendance Policy:
Class attendance is required which conforms to University policies. Students are expected to participate in all class assessments and assignments. Absences from the course requirements may have an adverse effect on a student's grade, including lack of success and failure to complete the class with a passing grade. Subsequently, students in this course are expected to prepare for, and actively participate in all activities and exercises.

Last Day to Drop the Course
Students are referred to <u>EKU Colonel's Compass</u> posting for dates specific to this semester.

Disability Statement:
The University strives to make all learning experiences as accessible as possible. If you are registered with the Center for Student Accessibility (CSA), please request your accommodation letters from the CSA. CSA will transmit your letter to the course instructor(s). It is recommended that you discuss the accommodations needed with your instructor(s). If you believe you need an accommodation and are not registered with the CSA, please contact CSA in 361 Whitlock Building by email at <u>accessibility@eku.edu</u> or by telephone at (859) 622-2933. A student with a "disability" may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks and working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA). Upon individual request, syllabus this can be made available in an alternative format.

Academic Integrity Statement:
Candidates are advised that EKU's Academic Integrity policy **will be strictly enforced** in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official E-mail:
An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Accessibility Accommodation Statement:
Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request

accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at <u>accessibility.eku.edu/applying-services</u>. If you have questions, you may email the CSA office at <u>accessibility@eku.edu</u> or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, <u>Lindsey.Carter@eku.edu</u>.

Discrimination and Harassment, Title IX, and Prevention Statement:
EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free

campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu/.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to http://titleix.eku.edu/resources for resources. The Policy on Discrimination and Harassment is available here.

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to: Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
Jones 416 Lindsey.Carter@eku.edu 859-622-8020

COVID-19 Precautions:
    Students enrolled in this course are required to follow all university policies, including the Student Code of Conduct and policies related to public health and Healthy On Campus initiatives. These initiatives include properly wearing a face covering at all times while in indoor spaces, maintaining distancing, cooperating with efforts to sanitize classroom areas, and other procedures set forth at the EKU website dedicated to COVID-19.
It is incumbent upon each of us to do our part to create a safe and healthy environment to live and learn. A face covering is **required inside all EKU buildings**, including classrooms. Wearing a face covering can have a tremendously positive impact on mitigating the spread of the COVID-19 virus. Your health and wellbeing are our primary concern. The University is following the most current CDC guidelines available in conjunction with the Governor's executive orders and the direction of the Madison County Health Department.
    At a minimum, each of us should:

· Wash your hands often with soap and water
· Cover your nose and mouth with a face covering when inside EKU buildings
· Cover coughs and sneezes
· Clean and disinfect surfaces in your environment
· Monitor your health for the symptoms of COVID-19 and seek medical attention if needed.
· Self-isolate if you meet the most current guidelines for isolation or:
    o If you have been identified as having a positive COVID-19 test
    o If you have been identified by a health department official as being a primary contact
    • If you are a Person Under Investigation (PUI) for COVID-19.

The university's response to COVID-19 is fluid and dynamic. Please refer to our website for the latest guidance and university protocols. Students requiring an accommodation for face coverings should contact the Center for Student Accessibility.

Eastern Kentucky University
College of Education and Applied Human Sciences
Department of Teaching, Learning, and Educational Leadership
EDL 945 Ed.D. Field Experience - CRN: 50884
3 Credit Hours
Summer 2023

Course Information

Days and Time: All modules are accessible.
Location: 100% Asynchronous Online

Instructor:

Email: Jiyeon.Park@eku.edu
Office Phone: (859) 622-1171
Office Location: Combs #414
Office Hours: By appointment

Catalog Course Description:

EDL 945 Ed.D. Field Experience (3) is a diverse field experience relevant to the student's planned program of study and research focus, supported by a mentor through site visits, interviews, field investigations, and peer information sharing.

This Field Study course offers students an opportunity to be out of the classroom and in a field-placement chosen by the student and approved by the course professor. This experience provides a unique opportunity to spend time learning from the perspectives of others regarding topics related to your planned program of study and research focus.

This course will primarily consist of (a) developing a field study project and submitting a proposal to the instructor; (b) an opportunity to experience first-hand an environment of interest where you can shadow, observe, and/or interview those in your placement site; (c) research; (d) while having a support system from the course faculty member.

Required Text(s) and Course Materials:

Students will be required to draw from the literature using refereed/peer-reviewed articles to further report and develop a field experience research topic.
- American Psychological Association. (2020). The publication manual of the American Psychological Association (7th ed.). Washington, DC.

Student Learning Outcomes:
1. Upon successful completion of this course, students will be able to describe and discuss their field placement site. CAEP 1
2. Students will regularly demonstrate their knowledge from their field placement site through class assignments. CAEP 1
3. Upon successful completion of this course, students will be able to describe, analyze, and interpret their knowledge through research. CAEP 1
4. Upon successful completion of this course, students will complete a research paper based on their field placement and scholarly sources. CAEP 1

Course Expectations:

Students are expected to be active, professional participants in all online activities for this course. All coursework will happen through EKU's Blackboard. It is expected that you will check Blackboard several times a week, and check email and course announcements several times a week. At all times, you are expected to use appropriate and professional language.

Note: The course syllabus and calendar are working documents and may change as the course progresses. Changes will be announced in the course site's Announcements area. It is your responsibility to check the Announcements several times a week to ensure you know the latest information about the course. As a learner in higher education, you are expected to:

1. **Read the syllabus and course calendar** thoroughly and use it as your guide for the course. Check it before asking questions.
2. **Stay current on changes to the course calendar and/or syllabus.** The course calendar/schedule is a "living document" that sometimes changes based on student learning needs and other happenings beyond our control. All calendar changes/updates will be posted in Announcements. It is expected that you check Course Announcements on the course site several times a week and make changes to this schedule as they are announced.
3. **Schedule enough time to complete all assignments on time and with a commitment to professionalism and academic rigor.** All asynchronous online courses demand extraordinary self-motivation and effective time management. I encourage each of you to reserve a minimum of 12 to 16 hours each week for reading activities and assessments and expect the summer session to require you to do more in a shorter period of time.
4. **Be attentive to deadlines**. Due dates are set for each assignment and can be found in the course calendar.
5. **Use the *American Psychological Association Manual, 7th edition* writing format for all written assignments**. To learn the APA format, I encourage you to use two primary documents: APA Publication Manual, 7th Edition, and Concise Rules of APA Style. Both can be found on the [APA website],[1] which is also a good general resource. If you do not own the APA Style manual, there are numerous helpful online sources available. Here are a few:
   - [Online Writing Lab at Purdue][2]
   - [EKU Library][3]
   - [Style Wizard][4]
6. **Interact in a professional collegial manner** with classmates and instructor. Communicating effectively and respectfully is key to a safe learning community. I encourage all students to express their thoughts in an honest and respectful manner, listening and respecting others' viewpoints while using critical thinking and writing skills.
7. **Exhibit academic honesty**. Learners are expected to follow the policies of Eastern Kentucky University. The EKU Academic Integrity Policy clearly sets out expectations for students. I expect each student to adhere to this policy. You will need to cite references in APA format in **all** assignments. **Plagiarized work will not be accepted under any circumstances**.

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[1] http://apastyle.apa.org/

[2] https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

[3] http://library.eku.edu

[4] http://www.stylewizard.com

Evaluation Methods:

1. Written Proposal (50 points)
2. Signature Form Draft (25 total points)
3. Signed Form (25 points @ 4 = 100 total points)
4. Annotated Bibliographies (100 points @ 2 = 200 total points)
5. Final Research Paper (125 total points)

Each student should decide on an organization relevant to the student's planned program of study and research focus (see proposal below). The student's role could be as an observer, and/or participatory, and/or researcher/interviewer. Students must follow all CDC Covid19 guidelines during course Field Experiences. You will approach the organization related to your field experiences and interest and seek written permission to complete this field study (see proposal below). You must also work _at least 24 hours and visit at least 8 times_.

Students can complete their field study early as long as the student has visited at least one day a week for at least 8 weeks and has completed their hours; however, students may spend more hours in placement. Students should not change their field study site unless under unforeseen circumstances, so choose carefully, and work out a backup plan with the supervisor (e.g., virtual visits). Visit the site before making a commitment to this class.

1. Written Proposal (50 points)
You will prepare a one-page field study experience proposal. In the written proposal, you should (a) name the organization; (b) describe your role (observations, interviews, participatory); (c) the name of your supervisor (name and their role in the organization); and (d) how this field experience relates to your planned program of study and research focus. Include your field study workdays/dates and/or scheduled days/hours (if you know them).

2. Signature Form (timesheet) Draft (25 points)
You will develop a form to keep track of your field study hours. In this document, you should have a place where you will sign after you complete the hours, as well as have an official (supervisor) from the organization sign next to your completed hours and signature.

3. Signed Form (25 points @ 4 = 100 total points)
After the instructor confirms a Signature Form is acceptable, you will obtain the supervisor's signature each week. You will submit this form a total of four times over the course of the semester.

4. Annotated Bibliographies (100 points @ 2 = 200 total points)
You will complete TWO of these throughout the course. For each of these, you will identify at least 5 scholarly sources per annotated bibliography. I recommend peer-reviewed journal articles for practitioners (you may see here). DO NOT USE BLOGS. You should look to include between 5-7 sentences about each source and how it contributes to your current research trajectory.

5. Research Paper (25 points for draft + 100 points for final = 125 total points)
The Field Experience Paper's intended purpose is to write a research paper that will further your field experience knowledge or anything associated with your time in your placement, or your research interview project. This 8+ page paper should include information from at least 9 peer-reviewed articles you read this semester and discussed in your annotated bibliographies, your experiences, interviews, hands-on experiences, and relate any associations with the literature. Students must use an APA format, including page numbers in your right top header, and a title page and a reference page. You must reference your APA manual.

Grading Scale: Course Total Points (500 points)

- A = 90-100%
- B = 80-89.9%
- C = 70-79.9%
- D = 60-69.9%
- F = 0-59.9%

Student Progress:

Student progress will be communicated through feedback on assignments and posted grades in Blackboard. Grades/feedback will be provided within one week (7 days) after the assignment sent due date.

Student work submitted past the due date will be evaluated and feedback provided within three weeks of submission of the work.

Grades on all work submitted past the posted due date will be reduced by 10% of the assignment value unless an excuse that meets the University Absence policy is presented. Refer to the EKU student handbook[5] for the policy.

Attendance Policy:

While we do not meet in the traditional sense, your attendance/participation in this online class cannot be stressed enough! We are a class of learners even if we are not sitting in the same room. You are expected to participate fully in all collaborative activities, including discussions, collaborative timelines, and class wiki.

Students in online, asynchronous courses show active participation in courses by logging into Blackboard, regular participation with instructor and peers, and completing and submitting assignments on time.

Be advised that instructors have the right to drop students from any course due to non-participation. For more information, see the university's First Day Attendance Policy.

Deadlines: Add/drop and refund policies
Accessibility Accommodation Statement
Academic Integrity Statement
Discrimination and Harassment, Title IX, and Prevention Statement
Mental/Physical Wellness Resources

Official Email:

An official EKU email has been established for each registered student, faculty, and staff member. All University communications shall be sent via student's EKU email address. Students are expected to check their official EKU email on a daily basis.

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[5] http://studentaffairs.eku.edu/studenthandbook

Course Outline:

WEEK 1 (5/22 – 5/28)
- Review Syllabus
- Develop a Field Study
- Submit (a) *Written Proposal* and (b) *Signature Form Draft* (timesheet)

WEEK 2 (5/29 – 6/4)
- Complete Weekly Field Study Hours

WEEK 3 (6/5 – 6/11)
- Complete Weekly Field Study Hours
- Submit *the Signed Signature Form (1)* (timesheet with supervisor's signature)

WEEK 4 (6/12 – 6/18)
- Complete Weekly Field Study Hours
- Submit *Annotated Bibliography (a)*

WEEK 5 (6/19 – 6/25)
- Complete Weekly Field Study Hours

WEEK 6 (6/26 – 7/2)
- Complete Weekly Field Study Hours
- Submit *the Signed Signature Form (2)* (timesheet with supervisor's signature)

WEEK 7 (7/3 – 7/9)
- Complete Weekly Field Study Hours
- Begin writing your research paper

WEEK 8 (7/10 – 7/16)
- Complete Weekly Field Study Hours
- Submit *Annotated Bibliography (b)*

WEEK 9 (7/17 – 7/23)
- Complete Weekly Field Study Hours
- Work on your research paper
- Submit *the Signed Signature Form (3)* (timesheet with supervisor's signature)

WEEK 10 (7/24 -7/30)
- Complete Weekly Field Study Hours
- Submit your draft for *the Research Paper*

WEEK 11 (7/31 – 8/6)
- Complete Weekly Field Study Hours
- Submit *the Signed Signature Form (4)* (timesheet with supervisor's signature)

WEEK 12 (8/7 – 8/11)
- Submit your final *Research Paper*

EMC 430
Legal & Ethical Aspects of EMS
Credit Hours: 3

Course Description: An exploration of legal and ethical issues that apply in the health care setting with emphasis on individual knowledge and responsibility.

Required Text: Judson, Karen / Harrison, Carlene Law & Ethics for the Health Professions, Seventh Edition. ISBN-978-0-07-351383-6

Suggested Text: Publication Manual of the American Psychological Association, Seventh Edition   ISBN-978-0-07-351383-6; Website: http://www.apastyle.org/

Instructor:	Nancye Davis
E-mail	Nancye.Davis@eku.edu

Course Overview/Goals

Examination of laws, regulations and other legal considerations applicable to the healthcare profession, combined with exploration of ethical and bioethical issues.

Student Learning Outcomes:

Upon successful completion of the course the student will be able to:

- Describe the relationship of law and ethics to the health care environment.
- Demonstrate knowledge of the fundamentals of law and the court system, having relevance to health care professionals.
- Discuss basic concepts in the study of morality such as moral dilemmas and disagreements; relativism and objectivity; moral justification.
- Apply various types of ethical theory including Utilitarian ethics, contemporary theories and Ethics of Care to specific health care situations.
- Discuss major ethical principles that apply to health care such as respect for autonomy, beneficence, justice, fidelity and veracity.
- Describe legal and ethical responsibilities of the health care professional to patient/clients
- Discuss patient rights.
- Discuss how cultural diversity impacts health care law and ethics.
- Apply legal and ethical principles to the management of medical information.
- Discuss current bioethical and legal issues including abortion and maternal-fetal relations, right to die, active euthanasia and assisted suicide, HIV and AIDS, stem cell research, organ donation, genetics and justice in the distribution of healthcare.

Student Learning Outcomes		

Syllabus subject to change with notice

At the end of this course, students will be able to:	Assessment	Learning Activity
Foundational List and define key legal terms used in medical-legal literature Summarize and explain case outcomes Identify key events in medical case law	Quizzes or Unit quizzes,	Review of materials, Lectures Discussion Boards
Application Demonstrate an understanding of ethical principles by participating in discussion board cases	Assessment based upon rubric	Students will develop vignettes that demonstrate principles and or legal issues
Integration Analyze legal and ethical issues and correlate relevant portions to emergency medical services Construct legal and ethical argument based upon precedents and defined philosophical principles philosophies Compose and express legal and ethical arguments to defend or explain a point of view, based upon defined philosophical principles	Discussion Board rubric.	Discussion Board
Human: (Self/Other) Demonstrate reflection upon ethical and legal issues in a thoughtful and respectful manner	Discussion Board rubric.	Service Learning Reflections
Caring Design a method for an agency to assure ethical practices	Writing Assignment – assessment based rubric.	Predetermined Plan
Life Long Learning Design a plan that demonstrates an ability to find resources related to legal and ethical issues	Writing Assignment – assessment based rubric	Paper

Evaluation:			Grade Scale	
Discussion Board	50%		A	90-100%
Quizzes	50%		B	80-89%
TOTAL	100%		C	70-79%
			D	60-69%
			F	0-59%

*Please note that a grade of 'C' is required for graduation. Listed in the *EKU Undergraduate Catalog*

Syllabus subject to change with notice

<u>Progress Reports:</u>
Grades will be distributed following each assignment. Dates for completion will be placed into the assignment instructions. Cumulative grades are available upon request and/or you can see all grades in Blackboard under Grades in the Tools icon.

Online Involvement: Students are expected to access Blackboard at least once each day and to complete all online and assignments by their deadline.

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact John Dixon, Executive Director of Human Resources and Institutional Equity, at john.dixon@eku.edu or contact the Office of Institutional Equity at 859-622-8020.

Mental/Physical Wellness Resources

Eastern Kentucky University is committed to the wellbeing of all students.

Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **<u>after-hours assistance</u>** contact:

EKU Counseling Center After Hours Urgent support line:	(
National Suicide Hotline:	(
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We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	(859) 622-1761

Syllabus subject to change with notice

EKU Psychology Clinic:	(859) 622 2356
EKU Counseling Center:	(859) 622-1303
EKU Women's Health Clinic:	(859) 622-1761

Academic Integrity Statement

EKU is committed to the Academic Integrity policy in this course. Students can find this policy at https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.3acr_academic_integrity_0.pdf. For help with understanding how this policy works, contact the Office of Student Conduct at https://studentconduct.eku.edu/.

Discrimination and Harassment, Title IX, and Prevention Statement

Eastern Kentucky University is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. EKU adheres to all federal and state civil rights laws prohibiting discrimination in public institutions of higher education. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual assault, sexual harassment, domestic and dating violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing. EKU supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu/.

EKU's commitment also requires those deemed to be a mandated reporter to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. EKU's Policy on Discrimination and Harassment may be accessed at https://equity.eku.edu/policy-and-procedure. If you have experienced or observed sex- or gender-based discrimination or harassment, you can contact one of the confidential resources available at https://titleix.eku.edu/resources. On that website, you also have the option to make a report to the Title IX Coordinator. You may also report directly to the Title IX Coordinator at 859-622-5051 or by emailing carlin.conway@eku.edu.

Additional information about Confidential Reporting and Title IX Reporting:

Syllabus subject to change with notice

Confidential Reporting:
If a reporting party would like the details of an incident to be kept confidential, the reporting party may speak with:

Student Counseling Center	859-622-1303
Student Health Services	859-622-1761
EKU Psychology Clinic	859-622-2356

Reporting to Title IX:
Reports under the University's Harassment and Discrimination Policy may be made directly to the Title IX Coordinator by phone, email, in-person, through the mail, or online. A report to the Title IX Coordinator does not automatically initiate an investigation. Contact information for the Title IX Coordinator is:

Carlin C. Conway, J.D.
Director, Office of Institutional Equity & Title IX Coordinator
Jones Building, Room 416
Richmond, KY 40475
Phone: 859-622-3541
carlin.conway@eku.edu

Official E-mail:
An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Advising and Registration dates can be found at: http://colonelscompass.eku.edu/

Please contact your online advisor to assist you with advising questions.

Add-Drop Drop Dates Can Be Found At:
http://colonelscompass.eku.edu/deadlines-adddrop-refunds

**Your online advisor can assist with dates and withdrawal deadlines. To avoid a failing grade, please communicate with the instructor and online advisor prior to stopping participation in class.

*Last day to withdraw without incurring a withdraw fee. Students should withdraw through EKUDirect.

**Last day to withdraw from a course. A $50.00 per credit hour fee will be assessed (e.g. $150.00 for a 3 credit hour course). Students should withdraw through EKUDirect. Please note that students choosing to withdraw from the University (all courses) do not incur this withdraw fee.

Syllabus subject to change with notice

Class Participation and online Attendance:
This is an online course, therefore, attendance is critical. Although attendance is not measured in classroom physical presence, it is measured in activity within the Blackboard site. You must submit assignments on time. This may mean a discussion board assignment, quiz, or other activity requiring your login presence. No login presence within the assignment time period is considered absent from class. In accordance with the Department of Fire Protection and Paramedicine Sciences policy, students with an absenteeism rate of or exceeding 20% of the total class meetings will automatically receive a letter grade of "F".

'Research shows that students who regularly attend class are more likely to succeed. EKU students are responsible for course work covered during all class periods, including the first class meeting. Each instructor will record absences and deal with them in a manner consistent with departmental policy for that course. Since attendance policies vary among departments and for courses within departments, students must be familiar with the policy printed on the course syllabus. If a student presents the instructor with an adequate and documented reason for an absence, the instructor normally will give the student an opportunity to make up the work missed, if this is feasible. Adequate reasons involve circumstances beyond the student's control, such as personal illness, critical illness, or death in the immediate family, or participation in an approved University activity. no absence of any nature will be construed as relieving the student from responsibility for the timely completion of all work assigned by the instructor. Initiating the request to make up class work is the student's responsibility. (EKU Student Handbook p.27)'

'FIRST DAY OF CLASS ATTENDANCE: This enrollment verification process gives EKU instructors the authority to request disenrollment of a student for non-attendance. Faculty may request these drops only during the first week of the term. This process is designed to ensure clear reinforcement of the message that class attendance at EKU is important. Students who know they will be absent should contact their instructor or the academic department office prior to the first class meeting to explain their absence and request that the instructor not drop them from the class. Students are responsible for monitoring their class schedule and should never assume that missing the first day of class will automatically result in removal from that class. While faculty may exercise their authority to drop a student for being absent on the first day of class, faculty are not required to do so. A student who never attends a class but remains enrolled will fail that course. The University expects all students to be officially registered and to attend class. Students are responsible for course work covered during all class periods, including the first class meeting. If you do not attend the first day of class, the instructor has the authority to request that you be disenrolled for non-attendance (http://www.registrar.eku.edu/FirstDayOfAttendance/faqs/). Each instructor will record absences and deal with them in a manner consistent with departmental policy for that course. Since attendance policies vary among departments and for courses within departments, students must be familiar with the policy printed on the course syllabus. If a student presents the instructor with an adequate and documented reason for an absence, the instructor normally will give the student an opportunity to make up the work missed, if this is feasible. Adequate reasons involve circumstances beyond the student's control, such as personal illness, critical illness or

Syllabus subject to change with notice

death in the immediate family, or participation in an approved University activity. No absence of any nature will be construed as relieving the student from responsibility for the timely completion of all work assigned by the instructor. It is the student's responsibility to initiate the request to make up class work missed. (EKU Student Handbook p. 28)'

Incompletes:

Only students who have completed a significant portion of the work for the course AND who present the instructor with a validated and significant excuse will be considered for an incomplete. It is expected that students who request an incomplete will only do so because of some event that would reasonably prevent the student from continuing their studies. These requests should be presented in writing (may be email communication) to the instructor no later than the last Friday before the last week of class.

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Class Schedule

Module	Topic	Reading and Assignments

1	• Course Syllabus
	• How to get the most from your textbook
	   o Key terms
	   o Learning Outcomes
	   o Court cases
	   o Chapter Summary
	   o Review
	   o Resources
	• APA writing style
	• Chapter 1: Introduction to Law and Ethics
	• Start reading Chapters 2 and 3
		PowerPoint
		Chapters 1
		Discussion Board

2	• Chapters2: Making Ethical Decisions • Chapter 3: Working in Health Care	Power Point Chapters 2&3 reading assignment Discussion board
3	• Chapter 4: Law, the Courts, and Contracts • Chapter 5: Professional Liability and Medical Malpractice	Power Point Chapters 4&5 reading assignment Discussion board Quiz

Syllabus subject to change with notice

4	• Chapter 6: defenses to liability Suits • Chapter 7: Medical Records, and Informed Consent	Power Point Chapters 6 &7 reading assignment Discussion board Quiz
5	• Chapter 8: Privacy, Security, and Fraud • Chapter 9: Physicians' Public Duties and Responsibilities	Power Point Chapters 8&9 reading assignment Discussion board Quiz
6	• Chapter 10: Workplace Legalities • Chapter 11: The Beginning of Life and Childhood	Power Point Chapters 10&11 reading assignment Discussion board Quiz
7	• Chapter 12: Death and Dying • Chapter 13: Health Care Trends and Forecasts	Power Point Chapters 2&3 reading assignment Discussion board Quiz
8	Complete work on course.	Additional assignments may be made.

Eastern Kentucky University
EMERGENCY MEDICAL CARE PROGRAM
SYLLABUS

Course: EMC 440 EMS INSTRUCTION

Credit Hours: 3 Credit Hours

Course Description:

        Introduction to the principles involved in EMS adult learning. Roles, issues, domains of learning, and instruction models will be emphasized. Organization and planning for the EMS community including diverse learning populations and regulations.

Instructor: Nancye Davis
                      Email: Nancye.Davis@eku.edu

Text: Required:

National Association of EMS Educators: *Foundations of Education: An EMS Approach*, 3rd Edition. Delmar

Student Learning Outcomes:

        At the conclusion of the course, the student will be able to:
1. Identify state and federal resources for EMS educational programs and courses;
2. Describe methods that promote positive learning environments;
3. Create a lesson plan that utilizes a variety of teaching techniques;
4. Identify knowledge and behavioral examples for cognitive, psychomotor, and affective domains;
5. Write and evaluate objectives for each learning domain; and
6. Explain the importance of research to the EMS educator.

Evaluation Methods:

Evaluations will be made on the following:
- Discussion Board entries
- Assignments
- Quizzes
- Assigned reports

Points will be awarded for each assignment. Grades will be based on a percentage. The university grading scale will be utilized.

Grade Scale:

> A = 90-100%
> B = 80 – 89%
> C = 70 – 79%
> D = 60 – 69%
> F = 0 – 59%

Student Progress:

Blackboard Gradebook will be utilized during this course. Students will be able to identify their grade with the use of this tool.

A two week (2) report will be done to give students a clear sense of their academic progress to date.

Technology Requirements:

EKU uses The Blackboard Learning System, an internet-based course management system that provides a web site for every class. Blackboard lets students and instructors participate in class activities online. The system offers online storage for course materials, discussion boards, virtual chat, online quizzes, grades and more.

You will need a computer with high bandwidth Internet access (not a dial-up connection), a Flash player and speakers. It is recommended that you use Mozilla Firefox as your primary browser when working with the system. Some courses will have additional requirements. The EKU tech support team is always available to answer any technical questions you may have as an online student.

Attendance Policy.

This is an online course, therefore, attendance is critical. Although attendance is not measured in classroom physical presence, it is measured in activity within the Blackboard site. You must submit assignments on time. This may mean a discussion board assignment, quiz, or other activity requiring your login presence. No login presence within the assignment time period is considered absent from class. In accordance with the Department of Fire Protection and Paramedicine Sciences policy, students with an absenteeism rate of or exceeding 20% of the total class meetings will automatically receive a letter grade of "F".

'Research shows that students who regularly attend class are more likely to succeed. EKU students are responsible for course work covered during all class periods, including the first class meeting. Each instructor will record absences and deal with them in a manner consistent with departmental policy for that course. Since attendance policies vary among departments and for courses within departments, students must be familiar with the policy printed on the course syllabus. If a student presents the instructor with an adequate and documented reason for an absence, the instructor normally will give the student an opportunity to make up the work missed, if this is feasible. Adequate reasons involve circumstances beyond the student's control, such as personal illness, critical illness, or death in the immediate family, or participation in an approved University activity. no absence of any nature will be construed as relieving the student from responsibility for the timely completion of all work assigned by the instructor. Initiating the request to make up class work is the student's responsibility. (EKU Student Handbook p.27)'

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Attendance is expected for all EMC courses. Student participation is expected.

Last Day to Withdraw:

Please check with your online advisor or go to EKU Colonel Compass

Disability Statement

The University strives to make all learning experiences as accessible as possible. If you are registered with the Center for Student Accessibility (CSA), please request your accommodation letter from the CSA. CSA will transmit your letter to the course instructor(s). It is recommended that you discuss the accommodations needed with your instructor(s).

If you believe you need an accommodation and are not registered with the CSA, please contact CSA in 361 Whitlock Building by email at accessibility@eku.edu or by telephone at (859) 622-2933.

A student with a "disability" may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks and working.

Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Act Amendments Act (ADAAA).

Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at the policy website. Questions regarding the policy may be directed to the Office of Academic Integrity.

Course Outline:

A more detailed Course Outline will be available in Blackboard for your use.

Week	Chapter	Assignment
1	Introduction and Roles, Attributes, Leaning Styles. Chapters 1, 2, 3, 4, 5, 6	• Discussion Board – initial posting and response to other students •
2	Education Essentials Chapters 6, 7, 8, 9, 10,	• Discussion Board – initial posting and response to other students • Choose a teaching topic.
3	Continue: Education Essentials Chapters 7, 8, 9, 10,	• Discussion Board – initial posting and response to other students • Assignment: Topic Goal, objectives and lesson plan.
4	Continue: Education Essentials Chapters 7, 8, 9, 10,	• Discussion Board – initial posting and response to other students • Assignment: Topic Goal, objectives and lesson plan.
5	Delivering the Message Chapters 11,12,13,14, 15,1617, 18, 19	• Discussion board – initial posting and response to other students • Assignment: Deliver the lesson
6	Delivering the Message Chapters 11,12,13,14, 15,1617, 18, 19	• Discussion board – initial posting and response to other students • Assignment: Deliver the lesson
7	Student Assessment Chapters 20, 21, 22, 23	• Discussion Board– initial posting and response to other students • Assignment: Provide evaluation assessment for lesson
8	Other Topics Chapters 24, 25, 26	• Discussion Board – initial posting and response to other students • Evaluation of work.

This schedule is subject to change. Students will be notified in a timely fashion of changes.

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Eastern Kentucky University
College of Education and Applied Human Sciences
Department of Teaching, Learning, and Educational Leadership
EME 852 Teaching Grammar and Punctuation - CRN: 50743
Credit Hours 3
Summer 2023

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Course Information
Days: Online Asynchronous

Instructor: Dr. Tim Jansky
Email: timothy.jansky@eku.edu
Office Phone: (859) 622-2665
Office Location: Combs 110
Office Hours: Available Upon Request

Catalog Course Description: (II.) Explore linguistic diversity and its impact on language development. Develop and evaluate contextualized, research-based language instructional approaches. Develop instructional plans to improve elementary and middle grades students' use of standard written and oral English. Credit will not be awarded to students who have credit for EME 752.

The professor reserves the right to edit or change assignments and/or due dates based on the best interests of student learning and/or when circumstances are beyond the instructor and students' control (e.g., university closures).

Required Text(s) and Course Materials:

Crovitz, D., & Devereaux, M. (2017). *Grammar to get things done: A practical guide for teachers anchored in real-world usage*. New York: Routledge. ISBN-13: 978-1138683709; ISBN-10: 1138683701.

Student Learning Outcomes: Students will:
1. Demonstrate command of the conventions of Standard English grammar and mechanics when writing or speaking. (InTASC 4(j)); CAEP 1
2. Plan and provide instruction to facilitate command of the conventions of Standard English grammar and usage among elementary or middle level students. (InTASC7(a), 7(c)); CAEP 1
3. Respond ethically and appropriately to elementary or middle level student writing to facilitate the student's use of Standard English capitalization, punctuation, and spelling when writing. (InTASC6(n), 6(v)); CAEP 1
4. Apply knowledge of language to understand how language functions in different contexts and adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (InTASC 3(l), 8(m), 8(q)); CAEP 1

5. Describe English vernacular speakers and English Language Learners. (InTASC 2(i)); CAEP 1
6. Explain the process of learning language (first or other) or dialect and describe approaches to instruct linguistic minority students about the conventions of standard, academic English. (InTASC2(e), 2(i), 7(k), 8(j), 8(k)); CAEP 1
7. Demonstrate linguistic sensitivity. (InTASC 2(o), 9(m)); CAEP 1

Course Expectations:

Discussion Activities

Each module contains an interactive task that you will complete to help you understand the content and collaborate with peers. Discussion activities will vary but include: discussion board questions and application of author's craft conventions, Screen Pal responses, and wikis. These discussion activities are due on the date specified in that module. Point values for these activities are stated within the modules. (200 points total; meets all SLOs)

Author's Craft in Mentor Texts

You will study texts by one author to practice *noticing* and *naming* how the grammatical conventions that we study in this course exist in real-world texts. For each mentor text, you will annotate the grammar conventions used and comment on their rhetorical effect on the reader. In short, you will analyze the author's ways of using words and their rhetorical effects. (100 points total; meets SLOs 1, 3, 4, 6, 8)

Instructional Toolbox

You will prepare a toolbox of instructional strategies/mentor texts/authentic writing that address a variety of grammatical conventions and demonstrates current trends in the teaching of grammar, to be shared with your class colleagues. (100 points total; meets SLOs 1, 3, 6, 10)

Show and Tell Essays

To practice teaching grammar within the context of writing, you will apply the conventions of grammar in your own writing as you construct two written pieces (one narrative and one informational OR argumentative) of 400-600 words. In addition to applying/"showing" the conventions, you will also name/"tell" the conventions that you applied and describe their rhetorical effect using the highlighting and commenting feature in Microsoft Word. The narrative piece will be about a topic of your choice related to teaching (some guidance provided) and the informative or argumentative paper will contain an analysis of the ways in which power, identity, and culture impact language in our society and in our schools. (50 points each - 100 points total; meets all SLOs)

Evaluation Methods:
The course grade will be based on an accumulation of points on course requirements. Grade equivalents for accumulated points are as follows:
- 92-100%, 460-500 points = A
- 83-91%, 415-460 points = B
- 74-82%, 370-415 points = C
- 65-73%, 325-370 points = D
- 64% and below, 324 points and below = F

Student Progress:
Student progress will be communicated through feedback on assignments and posted grades in Blackboard. At the mid-point of the semester a mid-term grade will be posted in MyEKU.

Attendance Policy:
Students are <u>expected</u> to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. *Therefore, attendance is considered mandatory.*

Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences are subject to failing the course.

- Students enrolled in TR sections may not exceed **3** unexcused absences for the semester.
- Students enrolled in a MWF section may not exceed **5** unexcused absences for the semester.
- Students enrolled in a class that meets periodically or once a week may not exceed **1** unexcused absence for the semester.

For the purposes of this course, "excused absences" include verifiable medical or family emergencies, University approved activities (accompanied by a University excuse), illness (yours or a family member's), and other absences as outlined in the University's "Student Absence from Class" policy. Students should be prepared to document the reasons for the absence. Students whose absences are not excused will not normally be allowed to make up tests, quizzes, and/or assignments. Students who anticipate having a high number of *excused* absences should contact their instructor as soon as the situation arises so that they can make arrangements for how to handle missed class time.

Late arrival or early departures from class that are unexcused will be considered in the tabulation of absences as well.

Students in online, asynchronous courses show active participation in courses by logging into Blackboard, regular participation with instructor and peers, and completing and submitting assignments on time.

Deadlines: Add/drop and refund policies
Accessibility Accommodation Statement
Academic Integrity Statement
Discrimination and Harassment, Title IX, and Prevention Statement
Mental/Physical Wellness Resources
Official Email:
An official EKU email has been established for each registered student, faculty, and staff member. All University communications shall be sent via student's EKU email address. Students are expected to check their official EKU email on a daily basis.

Course Outline:
- See Blackboard for a detailed course outline.

Eastern Kentucky University
College of Education and Applied Human Sciences
Department of Teaching, Learning, and Educational Leadership
EMS 777   -   CRN: 11946
Culturally and Linguistically Responsive Teaching
Credit Hours 3
Fall A 2023

Course Information
Location: Online

Instructor:
Email: ali.yaylali@eku.edu
Office Phone: (859) 622-2707
Office Location: Combs 115
Office Hours: I will check the Virtual Office in the discussion board regularly. Please allow 24 hours for a response to your personal emails during the week.

Catalog Course Description:
The purpose of this course is to help educators develop awareness of the implications of cultural and linguistic diversity for school success as well as effective techniques for collaborating with immigrant students and families.

The professor reserves the right to edit or change assignments and/or due dates based on the best interests of student learning and/or when circumstances are beyond the instructor and students' control (e.g., university closures).

Required Text(s) and Course Materials:
> 1. Snyder, S. & Staehr Fenner, D. (2021). Culturally Responsive Teaching for Multilingual Learners: Tools for Equity. Corwin.
> 2. Yang, K. (2019) Front Desk.
> 3. Jamieson, V. & Mohamed, O. (2020). When Stars are Scattered.

Student Learning Outcomes: Students will:
1. Demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELLs. (TESOL 1a) (INTASC 2a) (CAEP 1)
2. Demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English. (TESOL 1c) (INTASC 1g) (CAEP 1)
3. Demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs. (TESOL 2a) (INTASC 2m, 2j) (CAEP 1)
4. Demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs. (TESOL 2b) (INTASC 7i, 9n) (CAEP 1)
5. Devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs. (TESOL 2c) (INTASC 1e, 4m) (CAEP 1)
6. Devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices. (TESOL 2d) (INTASC 2d, 2m) (CAEP 1)
7. Identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general. (TESOL 2e) (INTASC 9e, 9m) (CAEP 1)

8. Instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches. (TESOL 3b) (INTASC 7k) (CAEP 1)
9. Apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests and make informed instructional decisions that support language learning. (TESOL 4a) (INTASC 6g, 6l, 6v) (CAEP 1)
10. Demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determine language and content learning goals based on assessment data. (TESOL 4b) (INTASC 7d) (CAEP 1)
11. Demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments. (TESOL 4c) (INTASC 6h, 6p) (CAEP 1)
12. Demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification. (TESOL 4d) (INTASC 6m) (CAEP 1)
13. Demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs. (TESOL 5a) (INTASC 10a, 10c) (CAEP 1)
14. Apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs. (TESOL 5b) (INTASC 10h) (CAEP 1)

Course Expectations:

This course is provided 100% online, which will allow you to work at your own pace to a great extent. However, to ensure the achievement of the intended learning objectives, you must keep up with the coursework. This means that all assignments including readings, discussion board posts, quizzes, projects, and other assignments must be completed on time. As adult learners and professionals, it is expected that you will actively engage with the material and facilitate your own learning. The instructor will share best practices for interacting with ELLs and their families as well as collaborate with you as educators to better meet the needs of culturally and linguistically diverse (CLD) learners. Course requirements are structured to provide a basic foundation in the field of cultural competency but also to allow you to explore areas of interest.

Be aware that the demands of online classes are significant; they require self-discipline and efficient time management. The Blackboard site will be organized in modules to clarify assignment guidelines and due dates. Checking the site weekly and completing assignments in a timely way is essential. Staying in step with course readings and discussions will not only help you achieve the grade that you want but also enhance your development as an educator who is culturally sensitive and attuned to CLD students.

Evaluation Methods:

Students are expected to know how to use Blackboard to complete all the tasks and submit all assignments. Students are expected to complete all readings, participate in discussion boards, and complete all assignments by due dates stated. Carefully read this syllabus and the schedule. Email me with any questions or concerns at any time.

Grading Scale:

A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
F = below 60%

Student Progress:

Student progress will be communicated through feedback on assignments and posted grades in Blackboard. At the mid-point of the semester a mid-term grade will be posted in MyEKU.

Attendance Policy:

Students are expected to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. *Therefore, attendance is considered mandatory.*

Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences are subject to failing the course.

- Students enrolled in TR sections may not exceed 3 unexcused absences for the semester.
- Students enrolled in a MWF section may not exceed 5 unexcused absences for the semester.
- Students enrolled in a class that meets periodically or once a week may not exceed 1 unexcused absence for the semester.

For the purposes of this course, "excused absences" include verifiable medical or family emergencies, University approved activities (accompanied by a University excuse), illness (yours or a family member's), and other absences as outlined in the University's "Student Absence from Class" policy. Students should be prepared to document the reasons for the absence. Students whose absences are not excused will not normally be allowed to make up tests, quizzes, and/or assignments. Students who anticipate having a high number of *excused* absences should contact their instructor as soon as the situation arises so that they can make arrangements for how to handle missed class time.

Students in **online, asynchronous courses** show active participation in courses by logging into Blackboard, regular participation with instructor and peers, and completing and submitting assignments on time.

Late assignments will be accepted up to one week past the due date. After one week (7 days), module assignments will no longer be accepted, except in the case of extended, University approved absences. Dispositions/participation points may also be deducted for inappropriate behavior and/or communications, including online communications.

Deadlines: Add/drop and refund policies
Accessibility Accommodation Statement
Academic Integrity Statement
Discrimination and Harassment, Title IX, and Prevention Statement
Mental/Physical Wellness Resources

Official Email:
An official EKU email has been established for each registered student, faculty, and staff member. All University communications shall be sent via student's EKU email address. Students are expected to check their official EKU email on a daily basis.

Course Outline:
Content for each week of this course will be organized into learning modules, located in the Modules content area of the course site.

1. Culturally Responsive Teaching and Cultural Competency
2. Assets-Based Teaching: Supporting and Challenging Students
3. Student-Centered Learning Pedagogy
4. Leveraging Students' Linguistics and Cultural Backgrounds
5. Bringing Students' Schools, Families, and Communities
6. EL Advocacy for Culturally Responsive Teaching

Other information:

Final Project

During the semester, you will write up a case study on an EL in your instructional setting. More information can be found on Blackboard.

Clinical Experience
This course requires 10 hours of clinical experience. You will complete clinical activities with a supervising clinical educator and submit a clinical verification form that documents your semester work. Further explanation is available on Blackboard.

TaskStream
The following items need to be submitted to TaskStream at the end of the term:
- Dispositions form (Requested by students and completed by the instructor)
- Clinical Hours (Verification form available in the Key Assessments found on the Course Menu)
- Case Study (Forms available in the Key Assessments found on the Course Menu)

Virtual Office
The Virtual Office discussion forum is used to post questions about the course. Posting questions there allows others who have similar questions to see responses. The instructor will be checking this forum frequently, and in many cases classmates may be able to provide assistance. Nothing in this discussion forum will be graded.

Everyone in the class will see material posted in the Virtual Office. Email the course Instructor directly if your question is of a sensitive nature, such as asking questions regarding a grade that you received.

Course Correspondence Policy
Understand that your professor is not on call 24/7. The instructor aims to respond to emails within 24 hours and update grades within one week's time after an assignment's due date has passed. Emails are not likely to be answered during the weekend or on holidays. If you do not receive a response from the instructor, students are encouraged to reach out to them again. Emails must be sent using your EKU email account (associated with Blackboard). You can expect responses to your inquiries based on the following guidelines:
- Check your EKU email daily to stay current and avoid missing any important announcements or other correspondence. Missing important communications may jeopardize your success in the course.
- Before emailing your instructor a question, consult the syllabus, course site, textbook,FAQ discussion forum, and other available resources. You will find many answers among the sources provided. Emails or phone messages that ask questions that can be answered by reading the available resources will result in a response conveying as much.
- If you have **general questions** for which the answers would benefit the class as a whole, use the Virtual Office box in the discussion forum. **Only personal or individual questions** should be emailed to your instructor.
- All course assignments must be submitted through Blackboard. Email submissions will not be accepted.

EKU Student Tutoring Services
Noel Studio
EKU's Noel Studio for Academic Creativity provides online consultations in which a trained online consultant will work with you or your small group on any piece of communication, at any stage in the process, from brainstorming to finished product. You can connect with Noel Studio in various ways:
- Noel Studio website
- Noel Studio Online Consultations page
- Noel Studio Hours
- Send E-mail to Noel Studio Online Consultations (noelstudioonline@gmail.com)
- Noel Studio phone number: 859-622-7330

Fall 2023 8-Week Term / First Session

No. Weeks of TERM.	8
Term Start Date	**08/14/23**
Term End Date	**10/06/23**
Last day to ADD or DROP a class. *Last day for 100% refund. Last day to change from P/F or Audit to GRADE.*	**08/17/23**
Mid-Term Date:*Mid-Term Grades Submission Deadline is 11:59 p.m..*	**09/11/23**
***Last day to WITHDRAW from class without a fee.**	**09/15/23**
****Last Day to WITHDRAW from class.** *Withdraw fee applies.*	**09/24/23**
Last day for 75% refund	**08/21/23**
Last day for 50% refund	**08/24/23**
Last day for 25% refund	**08/27/23**
Last Day to Change from Grade to AUDIT or P/F.	**08/25/23**

*Last day to withdraw without incurring a $50.00 per credit hour withdrawal fee. Students should withdraw through EKUDirect.

**Last day to withdraw from a course. A $50.00 per credit hour fee will be assessed (e.g. $150.00 for a 3 credit hour course). Students should withdraw through EKUDirect. Please note that students choosing to withdraw from the University (all courses) do not incur this withdrawal fee.

Inquiry and Evidence: Self Study across Teaching, Learning, and Educational Leadership

Date: 8/14/2023

Dear Students:

You are being invited to participate in a research study by allowing the work you complete as part of courses or other program experiences to be reviewed for research analysis. The purpose of the study is to conduct ongoing self-assessment of the impact of course and other program experiences in the Department of Teaching, Learning, and Educational Leadership within the College of Education and Applied Human Sciences. The research procedures will be conducted during regular class instruction and will last the length of the academic semester. You will be participating in regularly scheduled class activities which may or may not be collected as data for the study.

There are no known risks for your participation in this research study. The information collected may not benefit you directly. The information learned in this study may be helpful to others. The information you provide will enable instructors to use empirical research to enhance understanding about how teachers are prepared. Self-study is an important, regular component of teaching practice, enabling teachers to investigate the impact that instructional strategies and content have on students. Your completed work will be stored in password protected, secure formats.

Individuals from the department of Teaching, Learning, and Educational Leadership, the Institutional Review Board (IRB), the Human Subjects Protection Program Office (HSPPO), and other regulatory agencies may inspect these records. In all other respects, however, the data will be held in confidence to the extent permitted by law. Should the data be published, your identity will not be disclosed.

Taking part in this study is voluntary. By participating, you agree to take part in this research study. You may choose not to take part at all. If you decide to be in this study you may stop taking part at any time. If you decide not to be in this study or if you stop taking part at any time, you will not lose any benefits for which you may qualify. **If you do not want your work to be included in self-study, please sign and date the notification form provided below. Submit the form to a designated staff person for the department, who is Ginger Cottrell in Combs 427.** She will maintain all forms until after grades are submitted or a specific program has been completed. This process ensures instructors and facilitators will not know which students chose to participate and which did not until after grades are submitted or after program experiences are completed.

If you have any questions, concerns, or complaints about the research study, please contact: Dr. Emily Zuccaro, a research team member, at 859-622-6782 or your instructor/facilitator.

If you have any questions about your rights as a research subject, you may call the Division of Sponsored Programs at (859) 622-3636. You can discuss any questions about your rights as a research subject, in private, with a member of the Institutional Review Board (IRB). You may also call this number if you have other questions about the research, and you cannot reach the research staff, or want to talk to someone else. The IRB is an independent committee made up of people from the University community, staff of the institutions, as well as people from the community not connected with these institutions. The IRB has reviewed this research study.

If you have concerns or complaints about the research or research staff and you do not wish to give your name, you may call 1-877-852-1167. This is a 24-hour hotline answered by people who do not work at Eastern Kentucky University.

Sincerely,

Dr. Ali Yaylali

Non-Participation Notification for Self-Study

I _____ hereby notify the Department of Teaching, Learning, and Educational Leadership that any work produced by me and identifiable by name NOT be used for research purposes in _____ course or program experience taught or facilitated by _____.
(provide course name, number, and instructor name or similar program details).

Name   Date

Eastern Kentucky University
College of Education and Applied Human Sciences
Department of Teaching, Learning, and Educational Leadership
EMS 875 – Literacy Assessment and Instruction CRN: 11002
3 Credit Hours
Fall 2023

Course Information
Days: 100% Online Asynchronous
Time: 100% Online Asynchronous
Location: 100% Online Asynchronous

Instructor: Dr. Emily Zuccaro
Email: emily.zuccaro@eku.edu
*Office Phone: (*859) 622-6782
Office Location: Combs 101
Office Hours: Tuesday and Thursday, 10:00-1:00

Catalog Course Description: Prerequisites: ELE 871, EME 873, EMG 806, or instructor approval. A study of the theory and implementation of assessment and instructional procedures for the appraisal/teaching of students with reading difficulties. Emphasis is on assessing types and degree of reading disabilities, identifying causal/contributing factors, and planning/implementing instruction to address the students' needs.

The professor reserves the right to edit or change assignments and/or due dates based on the best interests of student learning and/or when circumstances are beyond the instructor and students' control (e.g., university closures).

Required Text(s) and Course Materials:
1. Reutzel, D. & Cooter, R. (2019) *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed* (6th ed.). Pearson Publishing Co. (ISBN)
2. Qualitative Reading Inventory or Informal Reading Inventory of your choice
   o Email Dr. Zuccaro if you have questions.

Student Learning Outcomes: Students will:
1. Recognize and describe the characteristics of struggling readers. (ILA 1.3; InTASC 4j, 4n, 10n; CAEP 1)
2. Describe conditions and factors which cause or contribute to reading difficulties. (InTASC 4l, 4j; ILA 1.1, 4.2; CAEP 1)
3. Effectively use a variety of formal and informal measures and procedures for diagnosing reading difficulties. (InTASC 6a, 6t; ILA 3.1, CAEP 1)
4. Administer and interpret results from an informal reading inventory for students. (InTASC 6l, 6o; ILA 3.1, 3.2, 7.1, 7.2; CAEP 1)
5. Effectively use miscue analysis procedures to evaluate students' strategies, strengths, and weaknesses in word recognition. (InTASC 6c, 6l, 6v; ILA 3.1, 3.2, 7.1, 7.2; CAEP 1)
6. Effectively analyze comprehension strengths and weaknesses based on retellings, questioning techniques, and analysis of structured observational data. (InTASC 6g, 6v; ILA 3.1, 3.2, 7.1, 7.2; CAEP 1)

7. Discuss the strengths and weaknesses of formal and informal measures of reading abilities. (InTASC 6k; ILA 3.1, 4.1; CAEP 1)
8. Record and interpret assessment data (including running records) as a guide for planning instruction for elementary students. (InTASC 1b, 2a; ILA 2.2, 7.1, 7.2; CAEP 1)
9. List and provide a rationale for contents of and procedures for preparing a reading assessment case study. (InTASC 6b, 6e, 6g, 6k; ILA 2.2, 3.1, 3.2; CAEP 1)
10. Examine attitudes, beliefs, and philosophy of teaching and learning based upon current research. (InTASC 9h, 9i; ILA 1.1, 1.2, 1.3, 4.1, 6.1; CAEP 1)
11. Analyze the impact of personal experiences with literacy assessment and instructional interventions to meet the needs of striving readers. (InTASC 9h; ILA 1.2., 1.2, 2.1, 4.1; CAEP 1)

Course Expectations:

Eastern Kentucky University has officially established expectations for class preparation, and these expectations are available in the [EKU Student Handbook](). Students are expected to come to (online) class prepared, having completed all readings and course assignments as specified in the class schedule for the current term.

Incomplete grades will adhere to the University policy for incompletes. Only students who have experienced a legitimate extenuating circumstance during the term that has prevented the completion of work as scheduled will be considered for an incomplete. Extenuating circumstances that qualify include severe personal illness, personal involvement in an accident resulting in serious injury, and death in the immediate family, or like occurrences. In these situations, the instructor will consider granting an incomplete when three conditions have been met:

1. the student has notified the instructor about the circumstance preventing the completion of work as scheduled as soon as possible after the occurrence.
2. the student has provided the instructor with documentation (documentation is required by the university) proving a legitimate extenuating circumstance has occurred and has kept the instructor informed (as s/he is able) about the potential for the completion of work or a request for an alternate timeline.
3. the student has completed at least 75% of the work for the course. The process outlined by the university is followed if an incomplete is granted.

Evaluation Methods:

Literacy Instruction and Assessment Reflection

As teachers, we are shaped by our experiences, school/district practices, and our understanding of literacy theory. Our theories of literacy influence how we make assessment and instructional decisions. In order to understand what has shaped literacy instruction and assessment practices we must thoughtfully analyze and critique our practices. In Module 1, you'll reflect about the literacy practices in your classroom.

Discussion Activities

Each module contains interactive tasks that you will complete to help you interact with the content and collaborate with peers. Discussion activities will vary, but include discussion board questions, Screencast-o-matic responses, Flipgrids, and Wikis. These discussion activities are due on the date specified in that module. Point values for these activities are stated within the modules.

Striving Reader Partner Assignment

As teachers, collaboration and dialogue with other professionals can help us to best meet the needs of our students. In each module (3-7), you will write a description of a striving reader that you are working with currently focused on the literacy component for that module. You will include observational, informal, and formal assessment data. You will read your partner's description and respond in a written or video format providing recommendations for further assessment data and two instructional interventions (informed by the course textbook and readings).

Assessment and Instruction Case Study (Final Project)

For this program assessment, you will gather assessment data across the course to identify the instructional strengths and needs of a particular student. As literacy professionals, we need to understand the complex factors that students bring to the reading and writing process. This assignment has been constructed to help you examine the life of a student to understand dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors and their influence on a student's literacy life. Additionally, as literacy professionals, we know that assessment drives instruction. This assignment, spanning modules 2-8, will enable you to gather information from multiple assessment sources to determine the instructional next steps for a student. Thus, you will learn the art and skill of observation, assessment, evaluation, determining students' academic needs, and goal setting.

Lesson Plan

In this assignment, you will develop a lesson plan for a striving reader(s) focused on particular components of reading. This lesson plan will include instruction on decoding, vocabulary, and comprehension (following the before, during, and after reading instructional cycle) in one complete lesson plan sequence. In addition, this lesson plan should consider students of a culturally or linguistically marginalized group and work to provide equitable access to success in literacy development, rather than simply teaching discrete skills.

Grading Scale:
The course grade will be based on an accumulation of points on course requirements. Grade equivalents for accumulated points are as follows:
- 92-100% = A
- 83-91% = B
- 74-82% = C
- 65-73% = D
- 64% and below = F

Student Progress:
Student progress will be communicated through feedback on assignments and posted grades in Blackboard. At the mid-point of the semester a mid-term grade will be posted in MyEKU.

Attendance Policy:
Students are <u>expected</u> to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. *Therefore, attendance is considered mandatory.*

Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences are subject to failing the course.

- Students enrolled in TR sections may not exceed **3** unexcused absences for the semester.
- Students enrolled in a MWF section may not exceed **5** unexcused absences for the semester.
- Students enrolled in a class that meets periodically or once a week may not exceed **1** unexcused absence for the semester.

For the purposes of this course, "excused absences" include verifiable medical or family emergencies, University approved activities (accompanied by a University excuse), illness (yours or a family member's), and other absences as outlined in the University's "Student Absence from Class" policy. Students should be prepared to document the reasons for the absence. Students whose absences are not excused will not normally be allowed to make up tests, quizzes, and/or assignments. Students who anticipate having a high number of *excused* absences should contact their instructor as soon as the situation arises so that they can make arrangements for how to handle missed class time.

Late arrival or early departures from class that are unexcused will be considered in the tabulation of absences as well.

Students in online, asynchronous courses show active participation in courses by logging into Blackboard, regular participation with instructor and peers, and completing and submitting assignments on time.

Deadlines: Add/drop and refund policies
Accessibility Accommodation Statement
Academic Integrity Statement
Discrimination and Harassment, Title IX, and Prevention Statement
Mental/Physical Wellness Resources

Official Email:
An official EKU email has been established for each registered student, faculty, and staff member. All University communications shall be sent via student's EKU email address. Students are expected to check their official EKU email on a daily basis.

Course Outline:
Module 1:

   Learning Objectives (addresses SLOs):1, 7, 10
   o   Recognize and describe the characteristics of striving readers.
   o   Describe conditions of factors which cause or contribute to reading difficulties.
   o   Examine attitudes, beliefs, and philosophies of teaching and learning based upon current research and practices.
   o   Reflect on your own experiences using literacy assessments and instruction to meet the needs of striving readers.
Module 2:

   Learning Objectives (addresses SLOs):1, 2, 8, 9, 10
   o   Recognize and describe the characteristics of striving readers, as well as conditions which can contribute particularly related to motivation and attitudes related to literacy.
   o   Collaborate with colleagues to select appropriate assessments and instructional interventions.
Module 3:

   Learning Objectives (addresses SLOs): 1, 2, 3, 8, 9

- Recognize and describe the characteristics of striving readers, as well as conditions which can contribute particularly related to early literacy skills.
- Collaborate with colleagues to select appropriate assessments and instructional interventions.

Module 4:

Learning Objectives (addresses SLOs): 1, 2, 3, 4, 5, 8
- Recognize and describe the characteristics of striving readers, as well as conditions which can contribute particularly related to word recognition, phonics, and decoding.
- Collaborate with colleagues to select appropriate assessments and instructional interventions.

Module 5:

Learning Objectives (addresses SLOs): 1, 2, 3, 7, 8
- Recognize and describe the characteristics of striving readers, as well as conditions which can contribute particularly related to fluency and vocabulary development.
- Collaborate with colleagues to select appropriate assessments and instructional interventions.

Module 6:

Learning Objectives (addresses SLOs):1, 2, 3, 6, 8
- Recognize and describe the characteristics of striving readers, as well as conditions which can contribute particularly related to comprehension of narrative and expository text.
- Collaborate with colleagues to select appropriate assessments and instructional interventions.

Module 7:

Learning Objectives (addresses SLOs):1, 2, 3, 8, 10
- Recognize and describe the characteristics of striving readers, as well as conditions which can contribute particularly related to writing development.
- Collaborate with colleagues to select appropriate assessments and instructional interventions.

Module 8:

Learning Objectives (addresses all SLOs):1, 3, 4, 5, 6, 8, 9
- Use assessment data to analyze the literacy strengths and needs of a individual student in order to develop an instructional plan.

Eastern Kentucky University
Department of Exercise and Sport Science
ESS 327– Course Syllabus
Spring 2024

I. Course Number: ESS 327

II. Course Title: Sport in American Society

III. Course Description: This course examines the role of sport in North American culture and
in a global context. The pervasiveness of sport in all areas of society will be investigated
from a sociological perspective. Analysis of issues impacting informal, organized and
professional sports will be considered. Attention will also be given to the consideration
of common characteristics within sport and society, including societal values and sport,
social problems and sport, politics, the economy, mass media, race, ethnicity and
nationality.

IV. Instructor: Dr. Deverin Muff
Combs 202 A
(859) 622-2759 (Office)
Email: deverin.muff@eku.edu

V. Required text: Coakley, J. (2009). Sport in Society: Issues and Controversies
(10th Ed). New York: McGraw-Hill.

VI. Course Objectives:

1.   To develop an understanding of the application of sociological theory
to contemporary sport issues.
2.   To determine the impact of forces such as technology, philosophy, social values,
international culture, business, & media on sport.
3.   To develop an understanding of some of the extrinsic and intrinsic motivations for sport
participation.
4.   To analyze the relationship of sport to gender, race, politics, religion, class, and
disability
5.   To debate current issues in sport and challenge currently held beliefs and stereotypes with
special emphasis in how societal beliefs, values, norms,   traditions, customs play a role in
the sport subculture.
6.   To develop an overall critical analysis of sport while formulating opinions that can be
backed up citing data, research, and other expert analysis.
7.   Introduce the student to proper APA citation methods to textbooks and peer-reviewed
journals in preparation for Senior Seminar.

Instruction Format: The class will include a variety of teaching styles and learning
opportunities. Small group discussions, presentations and experiential learning will be combined
with lectures in order to facilitate learning. Class preparation and participation are critical for
student success.

Course Policies:

- Quizzes and exams may not be made up and late homework **will not** be accepted unless there is an excused absence
- Take care of all personal needs **BEFORE** class. It is inappropriate to leave the classroom while class is in session (except in emergency situations)
- Be on time to class.   I will always begin class promptly.
- You may eat or drink in class, HOWEVER, please clean up and dispose of any trash.
- **Silence cell phones**, pages, ipods etc… cell phones may be set to vibrate for emergency purposes.
- Academic Honesty: Please refer to the EKU with concerns in this area. **The policies will be strictly enforced.**
- No jeans or hats during presentations and guest speakers.
- Anyone needing special learning accommodations needs to meet with the Center of Student Accessibility and fill out the appropriate paperwork.

Attendance: As future professionals, you are expected to attend every class and **BE ON TIME!** Students are allowed two absences. Attendance is a grade! For every absence in excess of two, your final grade will **drop by a letter grade. See EKU Policy Guide on Attendance.**

Participation: Active participation is required by all students and will be reflected in your final grade. Students are encouraged to share thoughts and opinions, and be respectful of others.

Grade Breakdown *(Subject to change at Professor discretion)***:**

"In the News"	5 points
Super Bowl Project	5 points
Midterm exam	20 points
Individual Case Study	10 points
Research Project	10 points
Movie Project	10 points
Participation/Online Assignments	25 points
Super Bowl	
Online Discussions	
Other Assignments	
<u>Final Exam</u>	<u>20 points</u>
Total	**100 points**

Grading:

A = 94-100 pts	A-=90-93 pts	B+=87-89pts
B=83-86pts	B-=80-82pts	C+=77-79pts
C=73-76pts	C-=70-72pts	D+=67-69pts
D=63-66pts	D-=60-62pts	F=<60pts

Course Outline (Subject to change at Professor discretion):

Date	Topic	Assignment/Read
Week 1	Introduction / course overview What is Sport?	Please review your syllabus! Chapters 1, *What is sociology? Why study sport? Using social theories*
Week 2	Using Social theory to study sport History of sport and society. Early American Games	Chapter 2 *Using Social Theories: How can they help us study sports in society?* Chapter 3 *Studying the Past: Does it help us understand sports today?*
Week 3	Socialization and sport-psychosocial influences; Social stratification in sport; Ending sport participation Children in sport; Youth sport and age-group sport Ethics exercise: competition in youth sport.	Chapter 4 *Sports and Socialization: Who plays and what happens to them?* Chapter 5 *Sports and Children: Are organized programs worth the effort?*
Week 4	Deviance in sport The conformity scale Performance enhancement drugs Violence in Sport; Violence on and off the field; controlling spectator violence	Chapter 6 *Deviance in Sports: Is it out of your control?* Chapter 7 *Violence in Sports: How does it affect our lives?*
Week 5	Monday: Super Bowl Assignment- no class on Monday Feb 13 Gender & Sport: Participation and equity issues; Title IX; Ideology and Power issues	Chapter 8 *Gender and Sports: Does equity require ideological changes?* **Super Bowl Assignment due Monday**
Week 6	Race and ethnicity: definition, ideology and equity issues	Chapter 9 *Race and Ethnicity: Are They Important in Sports?* **Case Study Due**
Week 7	Social Class "Privilege exercise"	Chapter 10

		Social Class: Do Money and Power Matter in Sports?
	Sport and Economy Professional Sports; Athlete salaries and major markets	Chapter 11 *Sports and the Economy: What Are the Characteristics of Commercial Sports?* **Midterm Exam on Friday**
Week 8	Sport & Mass Media. Sport culture in sports pages, art and language	Chapter 12 *Sports and the Media: Could They Survive Without Each Other?*
	Spring Break	
Week 9	Politics of Sport	Chapter 13 *Sports and Politics: How Do Governments and Globalization Influence Sports*?
Week 10	High School Sports College Sports	*Chapter 14* Sports in High School and College: Do Varsity Sport Programs Contribute to Education?
Week 11	Religion and Sport; Pre-game prayer	Chapter 15 *Sports and Religion: Is It a Promising Combination?*
Week 12	Future of Sport; Evolution of sport management and its scope. Industrialization, technological advances in sport	*Chapter 16* Sports in the Future: What Can We Expect? **Movie Project Due**
Week 13	Present Research Findings	*Research Projects Due!*
Week 14	Present Research Findings	*Research Projects Due!*
Week 15	Present Research Findings	*Research Projects Due!*

"In The News"
(10% of your grade- Presented throughout the semester)

As we will see through the semester, Dr. Cormier will often begin class, asking you "What is in the news?". In an effort to make this more meaningful, you will be assigned during the semester to bring in a news article from a current event.

You will be asked to submit:
        -Give a brief synopsis of the news item
        -State some of your opinion on the matter (be prepared to back this up!)
        -Create 2 or 3 discussion questions for the class.

We will have 2-3 students per class pre-selected the week before. Come prepared with good discussion questions beyond, "What do you think?"

Super Bowl Analysis- Due February 12th
Worth 5% of your overall grade.

One of our first assignments will be to analyze the Super Bowl. The goal of this assignment is to give students practice watching sporting events without their "fan identity" and watching the game as it unfolds. It will also give you a chance to apply theory.

Part I- Advertising
What products were advertised?
Who had more than one commercial?
How long were the commercials?
Rate your favorite and least favorite commercials.
Who spent the most money?

Part II- Coverage
When did game coverage begin?
        On the network channel that covered the game?
        On other sports channels (ESPN, etc…)
How many people were on the broadcast team (that we got to see)?
        In the booth? Sideline reporters? Anyone else?
What were the major "stories" covered? (planned ahead and as they occurred)
How many different cameras/ angles were used? What was your favorite?
What TV shows was the network promoting?

Part III "The Game"
What time did the game start and end?
How did the game begin? (introductions, coin toss, jets flying overhead, etc…)
Give a summary of the game…who scored and in what order
Who performed at half-time? Any promotions? (i.e.: Nokia football throw challenge)
How long was the half-time show?
Highlights of the game?
Overall rating of the game itself:

Part IV

Apply one theory to your analysis (Structural, Interaction, Cultural).

No Class on Monday, February 12. You can work on this project!

Individual Case Study
(20% of your Grade – Wednesday, March 6th)

1. Very similar to the first assignment, once again, you will be asked to identify a recent sport issue that was in the News. Print off the story from the newspaper or the website.

2. From the story, analyze the following.

      A)   Apply one sociological theory from Coakley in the textbook (Chapter 2).
      B)   What other issues discussed in Coakley's textbook and in class can be applied to your story.
      C)   Research one peer-reviewed journal (Sociology of Sport Journal) and apply how this article can be applied to some of the issues.
      D)   **Cite the book and the article according to APA style**.
      E)   You have reviewed the text and an article. What is your opinion?

3. You are to type a 2-3 page paper that summarizes the above information.**DO NOT cut and past information from a website! Cite the sources properly (10% of the grade!).

Sport Sociology Movie Review
(10% of your semester grade- Due April 12)

If you use your sociological knowledge and apply it to any form of art, you will often find many sociological aspects in the arts narrative form regarding the issues of class, gender, race, ethnicity, sex, disability, masculinity/femininity and character building. For this assignment, a 4-5 page paper should focus on sociological issues that are raised by the film you are reporting on. In addition, each of the theories will have application in the sociological perspective of the film you choose to review. You should provide examples from the movie of how socio-structural issues play out in sport including occupational conditions, money, power, status, hierarchy, inequality, religion, politics and social norms in sport and recreation.
Guidelines:

Select a Movie from the list provided (or one approved by Professor Cormier) and write a review of the movie which includes the following:

Part I (Typed)

1. Overview of the content of the film/book. Describe the major focus or plot. Who are the main characters', include their characteristics.
2. What Sociological issues are present? You should be able to come up with a least 4 sociological issues in any of the films listed. Describe the sociological issues as they are presented in the context of the film/book.
3. How are the sociological issues you listed above related to sport in the movie and the real world? Why are the issues important enough to be highlighted in the film/book?
4. What theories that we discuss in class are relevant to the film/book? Explain.

5. If there is a particular problem that is dealt with (i.e. racism, discrimination) describes how you would go about solving it today.

Part II- Handwritten. Notes that you have while watching the movie. A written account scene by scene. This is to prove you have watched the movie. If this is not included, you score a zero.

Pre-Approved Movies:

61*	Jackie Robinson Story, The
Ali	League of Ordinary Gentlemen
Any Given Sunday	League of Their Own, A
The Bad News Bears	Life and Times of Hank Greenberg
Bang the Drum Slowly	Million Dollar Baby
Bend it Like Beckham	Murderball
Blue Chips	National Velvet
Breaking Away	Natural, The
Bull Durham	Offside
Chariots of Fire	Oxford Blues
Cinderella Man	Personal Best
Coach Carter	The Program
Eight Men Out	Pumping Iron
Fear Strikes Out	Raging Bull
Field of Dreams	Radio
Friday Night Lights	Remember the Titans
Girlfight	Rookie, The
Go Tigers!	Rocky (the original)
Glory Road (Recommended for UK fans)	Rudy
Greatest Game Ever Played, The	Seabiscuit
Hardball	Saint Ralph
Heart of the Game, The (In library)	Slap Shot
Hoop Dreams	Vision Quest
Hoosiers	When We Were Kings
Jerry Maguire	We are Marshall

Individual Presentation Guidelines
(20% of your Grade- Due on day of Presentation)

A. Presentation Guidelines

You will be required to prepare a short presentation of 5-7 slides dealing with the presentation topic to which you have chosen.

1. Begin your presentation with a topic that states the subject you are discussing and indicates whether your paper is in agreement or disagreement with the proposition.

2. In the remainder of the presentation, each slide (or two) should include a source of supporting material. You should back up your position with reasoned arguments, examples, research findings, etc., not just with the assertion of your personal feelings and prejudices.

3. You will need to use a minimum of **5** sources and you must have **3** journal articles from the list of journals dealing with your general subject, and make use of the information in your presentation. (You may count the textbook toward your minimum number of references, although you may use and cite arguments you find there.) You can find relevant articles by reading the assignments in your textbooks and looking up articles or books mentioned in them.

4. Cite the material you take from the references, whether you quote the actual language or merely paraphrase or summarize the material. At the end of the paper list all of your references using APA format. If you are not sure of APA format look it up or ask a librarian for assistance.

5. Presentation will be due on the same day you present uploaded onto blackboard.

**Participation and Online
(20% of total grade)**

Discussion Forums

On occasion, we will have class online for conference travel. During these sessions you will find one or two prompts based on the textbook readings for that week's discussion. For each prompt, you will provide (1) a solid initial response, citing the readings and other research that you may find, and (2) solid responses to two classmates' posts. AS A RESULT, IT WILL BE IMPORTANT THAT YOU PARTICIPATE EARLY SO YOU CAN HAVE ACTUAL DISCUSSION.

Note: One key factor in your initial responses is that **you must cite the textbook**; you will receive no points if you do not use the textbook to answer the questions.

"Peer Reviewed"/ Academic Journals

Journal of Applied Sport Psychology
Journal of the Legal Aspects of Sport
Journal of Sport and Social Issues
Journal of Sport Behavior
Journal of Sport Psychology
International Journal of Sport Psychology
International Review for the Sociology of Sport
Sociology of Sport Journal
Women in Sport and Physical Activity Journal

Sports database: SPORTDISCUS, Academic Search Premier, Jstor,

NASSS Website
www.nasss.org

About the APA citation method
APA (American Psychological Association) is most commonly used to cite sources within the social sciences. This organization is now in its **6th Edition** of the APA manual, and should be used for general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page.

Here's a great website for APA citation:
http://owl.english.purdue.edu/owl/resource/560/01/

I look forward to teaching each and every one of you. Let's make it a great class!

FIN 310- Entrepreneurial Finance (3 credit hours)
Spring 2024

Instructor: **Dr. Fatima Hasan**
Fatima.hasan@eku.edu
BTC 124

Online Class Starts: 1/16/2024

Online Class Ends: 3/09/2024

Course Catalog Description

Selection of business form, tax planning, financing and cash flow planning; motivating and retaining employees; compensation planning; debt and equity financing; legal, tax and behavioral considerations.

Course Objectives

Introduce strategic financial management for entrepreneurs.

Student Learning Objectives

Upon completion of this course, students will be able to:
- Describe the entrepreneurial process and development of the business model.
- Characterize the venture life cycle, forms of business organization and financing sources. Understand preparation of financial statements for a startup and conduct a breakeven analysis.
- Identify and understand the financial ratios used to evaluate a venture's financial performance over time.
- Discuss the legal aspects of fundraising for the new venture. Students will project financial statements to quantify the venture's vision of the long-term future.
- Discuss professional venture capital screening and investment processes as well as sources of new venture funding.
- Describe the concepts in structuring the securities a venture uses to raise funding.
- Discuss ways a successful entrepreneur can harvest or exit the venture.
- Synthesize course material and apply to real-world case studies.

Required Materials

- **Textbook: Textbook: Entrepreneurial Finance**, 7th Edition by Leach and Melicher, Cengage Learning. ISBN 978-1-305-96835-6 (digital text included with your tuition)
  You do not need to purchase this textbook. It is included in your course registration fee and will be available to you when you log in to Blackboard to access assignments.

- **Additional <u>Optional</u> Book (for serious entrepreneurs): Venture Deals**, 2nd Edition by Brad Feld and Jason Mendelson. Published by John Wiley and Sons. ISBN: 978-1-118-44361-3

- **Internet Access:** This is an online course. Students must have access to a properly configured computer and a reliable internet connection.

- **Blackboard Access:** Students must have a login to Blackboard and log in daily to participate this course. All assignments and quizzes will be submitted using Blackboard. Required team meetings with Instructor and Classmates will be held in the Blackboard Collaborate online meeting space.

Working Your Way Through Class:

Assigned Readings and Lecture Videos

Chapters in the textbook should be read and lecture videos completed as assigned on the course schedule.

Homework

Homework assignments are to be completed at the end of each chapter after critical reading of the chapter and review of the lecture video. The weekly homework assignments are either problem based or multiple choice questions and help you practice your knowledge in preparation for the exam at the end of each unit. You will have one attempt for the homework, so it is imperative that you complete the weekly reading and lecture before completing the homework. Be sure to schedule your activities for this course to allow yourself ample time to complete reading, lecture and homework all before the homework due date for each chapter. Due to the structure of the course, it is imperative that you do not fall behind. Late assignments are not accepted without verification of a University Excused Absence.

Exams

There will be an exam at the end of each unit and a cumulative final exam.

Case Studies

The final two weeks of the course will be spent synthesizing the material of the course into real-world application by working through case studies of real-world startup ventures.

Professional Development

Students will be required to attend one professional development event during the semester. One option is the Awesome, Inc. 5 Across Pitch Competition. A student may also attend a conference or seminar related to Entrepreneurial Finance to fulfill this assignment. A write up of your experience should be submitted on Blackboard for credit for one professional development event this term.

Attendance & Participation

This is an online course, so participation will be monitored through timely completion of assignments and discussion boards. Students should ideally check their emails and the class announcements daily. Please be advised that instructors have the right to drop students from any course due to nonparticipation.

Instructor Feedback/Response Time

Timely feedback will be given during this course.

> The Professor will aim to:
> - Respond to student e-mails within 24 hours during the weekday, and 48 hours on the weekends.
> - Grade assignments and post scores within 7 days of submission.

Evaluation Methods

Points will be assigned for the following items during the semester:

	Points
Discussion Board Posts	40
Professional Development	40
Case Study	100
Weekly Homework	120
Exams	400
TOTAL	**700 Points**

Assigning Grades

Grades will be assigned using the standard University scale as follows:

	% of Total Points	
Grade	**Maximum**	**Minimum**
A	100	90
B	89	80
C	79	70
D	69	60
F	59	0

Course Policies and Procedures:

Communications and Resources

Blackboard will be used extensively for this class, and postings include course syllabus, lecture slides, assignments, and other announcements related to this course. Please note that it is your responsibility to learn the basics of Blackboard, log into Blackboard on a regular basis and stay upto-date. If you are uncomfortable using this system, please refer to the on-line tutorials and other training information listed on the Blackboard site or schedule a training session with EKU's computer services. You can get help with Blackboard from the Online Learning Web page at, by visiting any of the EKU ITDS campus computing labs, or by calling the EKU Blackboard Help Desk at 622-3000, Monday through Friday during business hours.

It is imperative that the student use their assigned EKU email address. This will make sure that you receive all correspondence regarding the class with no issue. For an online course it is imperative that you check this email account regularly so you don't miss any important announcements or updates.

Student Accessibility

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability.Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Academic Integrity

You must always submit work that represents your original words or ideas. If any words or ideas used in a class posting or assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. You must learn the basics of APA citation style required for the written work. All of your written work will be run through plagiarism software on Blackboard. Failure to comply with requirements will result in a score of zero for the work in question. Please also read up on what constitutes as plagiarism and review the APA guidelines.

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at the policy website. Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

For current University policies and regulations, please go to EKU's Policy Website.

Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu/.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to http://titleix.eku.edu/resources for resources. The Policy on Discrimination and Harassment is available here.

Reports of incidents that might implicate the Policy on Discrimination and Harassment as well as any questions regarding the Policy may be directed to:

Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
Jones 416
Lindsey.Carter@eku.edu
859-622-8020

Drop Policy

If you feel that you will be unable to fulfill the requirements of the course successfully, it is your responsibility to arrange to drop yourself from the class. If you fail to do so, you will be assigned the grade earned at the end of the class. Some important deadlines:

  1/21 – End of Add/Drop Period
  2/17 – Last day to withdraw (without a fee)
  2/26 – Last day to withdraw (with fee)

Withdraw Refund Schedule:

Last day for 75% Tuition Refund	- 1/24
Last day for 50% refund	- 1/27
Last day for 25% refund	- 1/30

Please visit online for a full list of dates: https://colonelscompass.eku.edu/spring-2021-deadlines-adddrop-refunds

Questions About Feedback/Grades

Students that wish to discuss any grades or have questions about the score they received on exams or other assignments must do so within one week of when the graded assignment was returned. All requests should be made by e-mail.

HEA 300: Infectious Disease and Public Health (CRN: 13016)
Fall Semester, 2023 (3 Credits)

Instructor: Dr. Laurie J. Larkin
Office: Dizney 227
Email: laurie.larkin@eku.edu
Phone: 859 200-5268
Office Hours: Tue/Thurs 12:30-3:30

Course Description: This course is designed to explore the causes, prevention, and treatment of the most common infectious diseases impacting populations in the United States and the World. The course will examine the key risk factors attributed to these diseases along with a focus on the anatomical and physiological impact of the disease processes. Students will be asked to identify the cause, signs and symptoms, and potential health outcomes. The course will incorporate health advocacy and health education strategies as well as communication approaches to inform and assist diverse populations.

Required Textbooks:
● Adams, D.P. (2021). *Foundations of Infectious Disease: A Public Health Perspective*
  First Edition ISBN: 9781284179644.

Student Learning Outcomes:
Upon completion of the course, the student should be able to:
1. define health, infectious disease, prevalence, incidence, diagnostic screening tests, transmission, epidemic, pandemic, herd immunity, and outbreaks.
2. demonstrate communication skills for individual and group education.
3. demonstrate a clear understanding of anatomical structures and physiological changes in the body caused by infectious disease.
4. identify the signs, symptoms, and risk factors of common infectious diseases.
5. communicate the principles of disease prevention, screening, diagnosis, and treatment.
6. discuss the distribution and public health burden of select diseases.
7. acquire and summarize credible research information regarding a disease topic of interest.
8. plan, implement, and evaluate a prepared educational intervention to a target population regarding prevention of an infectious disease.
9. communicate the impact of a specific infectious disease and describe best practices for infection prevention and control to a target population group.

Grading Scale:

A	90.0-100%	C	70.0-79.9%	F	00.0-59.9%
B	80.0-89.9%	D	60.0-69.9%		

Evaluation Methods: **Total Points**
● 3 exams (@ 100 pts. each)   300
● 14 Chapter Quizzes (10 pts. each)   140
● Class Attendance and Assignments   ~100
● Presentation of Infectious Disease   100
● Infectious Disease in the News   15
_____

                                                                    Total = 655

Exams: (3 @ 100 pts. each = 300 pts)

- Exams will cover 3-4 chapters of information along with information from class and video assignments.
- Students may be allowed to make-up an unexcused exam at the discretion of the instructor and most likely will result in a minimum of 11% automatically subtracted from the overall exam grade unless a student has a legitimate documented excuse.

Chapter Quizzes: (14 @ 10 points each = 140)
- Quizzes are found on Blackboard. Each quiz will include 10 questions timed for 15 minutes. These *are due before midnight (11:59 pm) on the dates listed on your syllabus schedule*, so you must pay attention. The dates for each quiz are listed and will be turned off after the due date. Two attempts are allowed and the highest grade will be the score. Be sure you have access to adequate Wi Fi service when taking each quiz.

Class Attendance and Assignments: (~ 100 pts)
- **These *are due by the due date*** (see due dates on syllabus schedule). Course assignments will be assigned throughout the course. Some will be given in-class and some are available on Blackboard. When asked to give your opinion or viewpoint, be sure to make your thoughts reasonable and logical. Back up your opinions with information you learned from the text, power points, video and/or from credible sources.

Presentation of Infectious Disease Intervention: (=100 pts.)
- You will be asked to choose a common infectious disease and then plan an effective prevention intervention that could or will be implemented to a certain at-risk group or middle school class. The guidelines will be forthcoming.

Disease in the News Story Presentation (15 pts.)
- The presentation should be no more than 5 minutes discussing a topic/issue you read in the news.
  The following components are suggestions for your discussion & the written summary you turn in:
  The disease, source of information, summary of article/story, who was affected, how many people are affected, special characteristics, transmission, common symptoms, prevention or control and/or outcome of the disease, any other relevant information?

Late Assignments:
- Automatically, ½ of total points will be taken off for any unexcused late assignments. In order to have a late assignment excused, the student must provide documentation.

Accessibility Accommodation; Academic Integrity; and Discrimination and Harassment, and Student Rights under Title IX:
- In keeping with Policy 4.1.4, Course Syllabi, all course syllabi must include a link to the following current standardized statements regarding Accessibility Accommodation; Academic Integrity; and Discrimination and Harassment, and Student Rights under Title IX.

Official Email:
- An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.
  Do not send any emails from your personal email account.

Weather 2 Hour Delay:
- **http://www.eku.edu/weather/richmond-campus-inclement-weather-plan**

Cheating or Academic Integrity:
- Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity policy is available at http://www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity. For cases of cheating, the students involved will earn a "0" on the assignment, quiz, and/or test and may be asked to withdraw from the class.

Drop and Withdraw Dates:
- Students should refer to http://colonelscompass.eku.edu/deadlines for specific dates related to withdraws, fees and refunds.
  - Classes begin: 8/14/23
  - Add/drop deadline: 8/20/23
  - Last day to withdraw (no fee): 10/9/23
  - Last day to withdraw (with fee): 11/5/23
  - Classes end: 12/2/23
  - Final grades submitted: 12/4/23

University Financial Aid:
- Federal Financial Aid must be earned by attending and successfully completing coursework. Students should be aware that withdrawing from the University or ceasing to attend classes can result in the following: a balance owed to EKU for the Federal Financial Aid received for that term that was not earned or loss of future financial aid eligibility.

Non-Discrimination and Harassment, Title IX, and Prevention Statement:
- EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. The university supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu/.

Technical Issues:
- Because this course includes an online component, it is assumed students understand and can work the technology. Last minute glitches are not acceptable reasons for late work--do not wait until the last minute to submit or do work. This is a technology-based format, requiring a reasonably good command of modern computer communications technology and methods. If you do not understand, or cannot quickly learn, such aspects as Blackboard, sending attachments, knowing which browser or word processing program you use, surfing the web, etc., perhaps this may not be the course format for you.

Course Relationship to the BS in Public Health Program:
- This is a course for the BS in Public Health Program at EKU. As such, it relates directly to the accomplishment of core competencies and option-specific competencies (listed below).

This course meets the following Foundational Domains set forth by the Council on Education for Public Health (CEPH):	Assessment
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society ● Public Health Philosophy	See course outline for didactic coverage.
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations ● Population Health Concepts ● Introduction to Approaches and Interventions to Address Needs and Concerns of Populations	See course outline for didactic coverage.
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course ● Science of Human Health and Disease ● Health Promotion ● Health Protection	See course outline for didactic coverage.

Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities ● Socio-economic, behavioral, biological, and environmental Impacts on Human Health and Health Disparities	See course outline for didactic coverage.
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation ● Introduction to Planning	See course outline for didactic coverage.

HEA 300: Infectious Disease and Public Health *Tentative* Weekly Schedule Fall, 2023

Date	Readings/Exams	Assignments
Module 1 Wks 1-5		
Week 1 **Tue 8/15** **Thu 8/17**	**Course Syllabus and Introductions** **Chapter 1** Historical Perspectives	
Week 2 **Tue 8/22** **Thu 8/24**	**Chapter 2** Basics of Infectious Disease Epidemiology *CEPH *Didactic Coverage:* **Overview Public Health** **Chapter 4** Infectious Disease Prevention *CEPH *Didactic Coverage:* **Determinants of Health**	• **Ch 1 & 2** Quizzes due Thu 8/24 11:59 pm
Wk 3 **Tu 8/29** **Th 8/31**	**Chapter 5** Investigating Disease Outbreaks	• **Ch 4 & 5** Quizzes due Thu 8/31 11:59 pm • *Epidemiologists: Disease Detectives Activity* https://www.aptrweb.org/page/CaseStudies_Epi
Wk 4 **Tu 9/5** **Th 9/7**	**Chapter 6** Anatomy and Physiology of the Immune System	• **Ch 6** Quiz due Thu 9/7 by 11:59 pm
Wk 5 **Tu 9/12** **Th 9/14**	**Chapter 7** Prion Infections **Exam #1** over Chapters 1, 2, 4, 5, & 6	

Module 2 Wks 6-10		
Wk 6 **Tu 9/19** **Th 9/21**	**Chapter 8** Viral Infections	• **Video:** Tue 9/19 (20 pts.; 60 min) *Influenza 1918* • **Ch 7** Quiz due Thu 9/21 • **Video #13** due 9/21. (7 min; 10 pts.). *Hepatits C.*
Wk 7 **Tu 9/26** **Th 9/28**	**eChapter 17** COVID-19: A Global Pandemic https://openpage-ebooks.jblearning.com/wr/viewer.html?&oneTimePasscode=ST-40d69fdb-9c12-4aa0-bbd9-b9bb8901fc5c&launchOrgCode=jbl&language=en-US#book/2c865501-8c19-414b-820c-b031c1e5bc0c/xhtml_27_chapter17 COVID 19 and Monkey Pox	• **Video COVID-19** Tue, 9/26 in Class • **Ch. 8 Quiz** due Thu 9/28 • **Presentation Topic due** 9/28 in class and choose disease intervention topic

Wk 8 Tu 10/3	**Chapter 9** HIV/AIDS	
Th 10/5	HIV/AIDS	• **Ch 9** Quiz due Th 10/5 • **Video** (60 min; 10 pts). *Target Zero: Preventing HIV*
Wk 9 Tu 10/10	**Chapter 10** Bacterial Infections	
Th 10/12	Ch. 10 continued	• **Ch 10** Quiz due Th 10/12 • **Video** (10 pts.; 30 min) *Antibiotic Apocalypse.*
Wk 10 Tu 10/17	Ch. 10 continued	
Th 10/19	**Exam #2** over Ch. 7, 8, 9, 10 & 17	
Module 3 Wks11-16		
Wk 11 Tu 10/24	**Chapter 13** Sexually Transmitted Infections	
Th 10/26	*Didactic Coverage **Human Health**: Address opportunities for promoting and protecting health across the life course*	• **Ch 13** Quiz due Th 10/26 • Presentation Rough Draft due 10/26
Wk 12 Tu 10/31	**Chapter 11** Parasitic Infections	
Th 11/2	**Chapter 12** Foodborne Infections	• **Ch 11 & 12** Quizzes Th 11/2
Wk 13 Tu 11/7	**Chapter 14** Healthcare-Acquired Infections	
Th 11/9	Ch. 14 continued	• **Ch 14** Quiz due Th 11/9
Wk 14 Tu 11/14	*Disease Presentations*	• **Presentations**
Th 11/16	*Didactic Coverage **Project Planning:**	• **Presentations**
Wk 15 Tu 11/21	Group presentations	• **Presentations**
Th 11/23	**No class** 11/24 Enjoy Thanksgiving	
Wk 16 Finals	**Exam #3** over Ch. 11, 12, 13, and 14	

Syllabus for HEA 480 Health Promotion Program Planning (3 hours) CRN: 24098

Instructor's Information

Instructor's Name: Julie A. Lasslo, PhD, MPH
Office: Dizney 235
Email: Julie.Lasslo@EKU.EDU
Phone: Office 622.1148 Text # 859.200.8043
Student Hours: TR 11:00 – 12:15 Dizney 132
I am available to answer questions or meet with you M-F virtually or in-person. Please email to set up a meeting. For clarification of course materials and questions, feel free to email or text. I will typically respond within 24 hours.
Office Hours:
M: By appt. or // **T**: 9 -11; 12-2pm // **W**: 9-11 // **TR:** 9-11; 12-2 //**F**: Reserved for Meetings
Instructor Feedback Timeframe: The instructor will respond to all emails within 2 business days of receipt. Smaller assignments will be graded within 1 business week of the assigned due date. Larger assignments will be graded within 2 weeks of the assigned due date.

Catalog Course Description

A writing intensive course that is an introduction to principles, strategies, and skills, which are necessary for the planning and implementation of health education and health promotion programs in a diversity of settings. Prerequisites: ENG 102 or ENG 105(B) or HON 102

Required Texts

McKenzie, J. F., Neiger, B. L., and Thackeray, R. (2013). *Planning, implementing, & evaluating health promotion programs: A primer* (6th ed.). San Francisco, CA: Pearson. (other editions are permitted)

*It is possible for the student to get by without this text due to the variety of resources on the internet. The instructor will provide guidance concerning trusted and useful websites. **However, it is encouraged to purchase the text if finances allow.***

Technological Requirements

In order to participate in this course you must have the following:

1. **A working computer system** with the latest version of Chrome or Firefox. Blackboard will work with other browsers, but EKU's IT only recommends (and supports) these browsers.
2. **Access to a reliable moderate-to-high speed Internet connection** for viewing the videos and films.
3. **Access to Microsoft Word**. EKU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the EKU IT site using this link: **Microsoft 360 Plus for EKU Students**
4. **A PDF viewer.** We recommend Adobe Reader. **If you don't have the Adobe Reader application, click here for access to a free download.**
5. **Basic computer skills,** including word processing, emailing, navigating Blackboard and the EKU library website, and viewing videos.

If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the EKU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or **support@eku.edu** to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work.

Student Learning Outcomes

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

1. Describe the process involved in the planning, development, implementation and evaluation of a health promotion program.
2. Conduct a needs assessment within a given population.
3. Infer needs for health education from obtained data.
4. Formulate appropriate and measurable health promotion program objectives
5. Explain why health promotion interventions should be planned using theoretical frameworks.
6. Analyze health behavior within the constructs of selected health behavior theories and models.
7. Create an intervention that is based on theory and/or evidence of best practices.
8. Apply principles of cultural competence in selecting, designing, and implementing health education strategies and interventions.
9. Describe plans for evaluating a health promotion program.
10. Produce a logic model to guide the planning process.
11. Demonstrate the skill to write reports in the style, process and format required by the discipline.
12. Demonstrate a writing process that produces effective documents appropriate to course level

This course meets the following Foundational Domains set forth by the Council on Education for Public Health (CEPH):	

[D-10] Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice:
    o Basic Concepts of Data Collection
    o Basic Methods of Data Collection
    o Basic Tools of Data Collection
    o Data Usage
    o Evidence-based Approaches	

[D-10] Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations:
    o Introduction to processes and approaches to identify needs and concerns of populations
    o Introduction to approaches and intervention to address needs and concerns of populations	

[D-10] Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation:
    o Introduction to Planning concepts and features
    o Introduction to assessment concepts and features	

[D-10] Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology:
    o Technical writing
    o Professional writing	

This course meets the following Foundational Competencies set forth by the Council on Education for Public Health (CEPH):	**Assessment**

[D-11] Information Literacy: Students should be able to locate, use, evaluate and synthesize public health information o Synthesize Information	HEA 480w: Mock Grant Proposal: Students will synthesize and integrate information from a variety of data sources regarding a public health topic in a given population into a program plan for a mock grant proposal. The proposal, guided by the PRECEDE-PROCEDE model will include a needs assessment, evidenced-based intervention plan, timeline, budget, and logic model. MPH 825: Students will complete a community health assessment and improvement plan using primary and secondary data to assess population needs, assets and capacities that impact a communities' health.
[D-11] Information Literacy: Students should be able to locate, use, evaluate and synthesize public health information o Evaluate Information	HEA 480w: Mock Grant Proposal: Students will conduct a needs assessment of the target population and evaluate existing evidence-based program in order to design an intervention plan. This information is used as part of a mock grant proposal guided by the PRECEDE-PROCEDE model. MPH 825: Students will complete a community health assessment and improvement plan using primary and secondary data to assess population needs, assets and capacities that impact a communities' health.

Course Requirements

Professionalism: (30pts) Regular attendance, class preparation, and showing respect for those who share the classroom environment. Points assessed through attendance logs and instructor appraisal.

Exam: **(100 pts)** All students will complete a mid-term. [The detailed study guide to be turned in prior to the exam is worth 50 pts of the total]

Quizzes: (Total of 120pts) 10pt quizzes will take place as indicated on the course schedule. The quizzes are open note and open book but should be completed on your own via blackboard.

Data Collection Assignment: (50pts) Guided by the PRECEDE/PROCEDE Model (PPM), students will gather information pertinent to the first 3 phases of the PPM, also known as the Needs Assessment portion of the major paper for the semester. Students will list data points and critically evaluate the source of the data and its relevance to a chosen community and target health issue. A guided worksheet will be provided.

Writing Activity: Program Plan/Grant Proposal: (100pts for Final Paper) All students will complete a health program plan focusing on the specific population and problem/situation identified through a needs assessment. The plan will include a needs assessment, goals/objectives, and an implementation plan and will be submitted in the form of a brief grant proposal. Complete instructions to come under separate cover. To assure students gain skill in this type of writing, we will use a write, revise, and resubmit process. Students will complete portions of the proposal, and then, the instructor will provide individual written feedback followed by in-class discussions of thinking and writing errors. Prior to submitting the final program plan/proposal, students will be given the opportunity to meet directly with the professor and get direct feedback and assistance. Students are expected to use the feedback to improve each subsequent portion of the proposal. It is essential that students be engaged in class to receive feedback about her/his performance on the grant proposal. Students must revise her/his program plan in order to be re-graded. **[In Fulfillment of Foundational Competency D-11]**

Logic Model Presentation: **(25 pts)** After submission of final Program Plan/Grant Proposal papers each student will be required to present a logic model of their program plan to the class. As part of this presentation the logic model from the student's paper will be displayed on the screen and the student will be given 3 minutes to present their program plan using only the logic model as a visual aid. Submissions may be recorded with voice thread or ppt and submitted via blackboard.

Podunk Co. Texas Worksheet: (50pts) Students will work through a guided application of a planning model and submit worksheet materials for credit.

DEAL Day (Discover Experience Apply Learn): *100 points*
Students are required to attend the DEAL Day event on Tuesday, February 27th, 2024, from 10 a.m. to 4 p.m. at the EKU Perkins Center on campus. Students will get to experience and interact with the public health system during a simulated public health emergency and solve the emergency alongside public health professionals. This event's attendance, participation, and reflection are course requirements. Students who miss other EKU classes will receive a University-approved excuse.

Lunch, a free t-shirt, and public health giveaway bags will be provided for registered students. **EKU Students can register for the event using this link**: https://success.eku.edu/register/PHDealDay2024

Evaluation Methods
Course Requirement and Proportion of Final Grade:

- Introduction Post [10pts]
- Project Idea Proposal [10pts]
- Podunk TX Worksheet [50pts]
- Data Collection Assignment [50pts]
- Needs Assessment Draft [20]
- Goal & Objectives Draft [15]
- Objectives Activity [20]
- Midterm Exam [100pts]
- Midterm Study Guide [50pts]
- Logic Model Presentation [25pts]
- Chapter Quizzes (10 @ 10pts) [100pts]

- Professionalism [30pts]
- DEAL Day [100pts]
   Total [580 pts]

Grading Scale:
- A=90-100%
- B=80-89.9%
- C=70-79.9%
- D=60-69.9%
- F=59.9% and below

Student Progress/Feedback:
Scored assignments will serve as notification of grade standing. Grades will be made available to students prior to the last day to drop the course with a "W" which is Month Day, Year.

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https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6acr_student_absence_from_class_0.pdf
SEVERE WEATHER PLAN:
https://www.eku.edu/eku/weather/richmond-campus-severe-weather-plan.html
WITHDRAWAL DATES: For current withdrawal dates please refer to the following link:
 http://colonelscompass.eku.edu/

STUDENT SUCCESS CENTER
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well as other services including mentoring, workshops, advising, study space, computer use, and with any questions related to your college experience. Drop-in visits are welcome, and no appointment is necessary.

Visit www.successcenter.eku.edu or email successcenter@eku.edu for more information.

ACCESSIBILITY ACCOMODATION STATEMENT: For current policy please refer to the following link: http://www.academicaffairs.eku.edu/syllabi/

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MENTAL/PHYSICAL WELLNESS RESOURCES

Eastern Kentucky University is committed to the wellbeing of all students.
Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:

EKU Counseling Center After Hours Urgent support line:	(859) 622-1303
National Suicide Hotline:	(800) 273-8255

Students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	(859) 622-1761
EKU Psychology Clinic:	(859) 622 2356
EKU Counseling Center:	(859) 622-1303
EKU Women's Health Clinic:	(859) 622-1761

Flexible Semester Calendar

Date	Topic	Assignment
Week 1	Module 1 • Introductions • Review of Syllabus • Review of Major Assignments	• Introduction Discussion Board (Due Fri. by 11:59pm)
Week 2	Module 2 • Models for Program Planning in Health Promotion	• Quiz 1 (due by Saturday @ 11:59)
Week 3	Module 3 • PRECEDE/PROCEDE Model (PPM) • PPM Application	• Quiz 2 (due by Saturday @ 11:59) • Project Idea Proposal DB Post (due Friday @ 11:59pm)
Week 4	Module 4 • Research & Writing Workshop • APA Citation	• Quiz 3 (due by Saturday @ 11:59) • Podunk Texas Worksheet (due Friday @ 11:59pm)
Week 5	Module 5 • Assessing Needs: Primary & Secondary Data [D-11]	• Quiz 4 (due by Saturday @ 11:59) • Data Collection Assignment (due Friday @ 11:59pm)
Week 6	Module 6 • Missions, Goals, Objectives Part 1	• Quiz 5 (due by Saturday @ 11:59) • Needs Assessment Draft (due Friday @ 11:59pm)
Week 7	Module 7 • **DEAL DAY Tuesday** • Missions, Goals, Objectives Part 2 (TR)	• Quiz 6 (due by Saturday @ 11:59) • Objectives Worksheet (due Friday @ 11:59pm)
Week 8	Module 8 • **Midterm Review (T)** • **MIDTERM EXAM (TR)**	• Study Guide Due TR at the start of class • Midterm Exam on Thursday
Week 9	Module 9 Spring Break	

Week 10	Module 10 • Theories & Models for Health Promotion • Measures & Measurement Instruments	• Goal and Objectives draft (due Friday @ 11:59pm) • Quiz 7 (due by Saturday @ 11:59pm)
Week 11	Module 10 Cont. • Interventions	• Quiz 8 (due by Saturday @ 11:59)
Week 12	Module 11 • Timeline & Budget • Implementation Phase	• Quiz 10(due by Saturday @ 11:59) • *Recommended to complete Timeline and Budget section of your paper*
Week 13	Module 12 • Logic Models • Presentation Skill Building	• Quiz 9 (due by Saturday @ 11:59) • *Recommended to complete your logic model if you would like feedback*
Week 14	• **Scholars Day (T)** • **Individual meetings (TR)**	• Get that final draft ready to go!
Week 15	• **Individual meetings**	• Turn in Final Draft of Paper by Saturday @ 11:59pm
Week 16	• **Final Presentation**	• Complete Logic Model Presentation
Week 17	• **Finals Week: Exit Exam**	• Exit Exam

Appendix A
HEA 480 Health Promotion and Program Planning
Health Program Plan (Brief Grant Proposal Format)

Project Overview:

All students will select a health topic and target community. Within the context of the chosen target population the student will assess the problem/issue by demonstrating the burden of the problem/issue and by demonstrating the behavioral, environmental, educational/ecological contributors to the issue.

Then, students will develop specific goals/objectives; make recommendations for programs to target the contributing factors based on evidence of effectiveness or best practices, and will develop a plan for implementation of the program. Finally, the students will develop a program logic model that can be used as a guide for evaluating the program.

Please refer to the project guidelines that follow. For the purpose of this assignment, each required section of the narrative will be scored proportionately as outlined in the project scoring section of this guidance document.

Project Format:

Each student's paper will be approximately 9-10 typed pages in length, double-spaced, excluding cover page and references. Use the Times Roman or Ariel 12-point font. References both within the document and on the reference page must follow APA formatting. Students will include at least 8 references, and they will be no older than 5 years, unless the citation is used to document the origin of a theory, program, and intervention. At least 2 of the 8 references must come from a peer-reviewed journal.

Project Guidelines: Your program plan must include the following:

1. Project Cover Page **(not included in the page totals)**
   a.   Project Title
   b.   Project Director's name and title
   c.   Project Director's contact information (address, phone, email address)
   d.   Project start date and end date
   e.   Amount of funding requested

2. Needs Assessment (2-3 pages total)

   Phase 1: Social Assessment (no more than 2 paragraphs):
   a. Describe the setting for which the needs assessment is being conducted by identifying a geographical location (i.e. city, county, multi-county region/district, state, country) and describing the demographics of the population (age, gender, and/or race distribution, income levels, education, SES, etc.);
   b. Identify the priority population/sub-population(s) that will be a target of the identified health issue/problem and describe the demographics for this sub-population.

   Phase 2: Epidemiological Assessment
   a. Health Assessment:
       i.   Describe the incidence or prevalence data (e.g. morbidity, mortality, or disability data) of the primary health problem/issue using the most recent existing data that represents the selected geographical location and that represents the priority population. This can be achieved in several narrative/summative paragraphs that are supported by specific statistics and cited appropriately. This portion of the assessment should:
           * Present the data for the selected county for a specific year or period of years
           * Discuss if the incidence or prevalence increasing or decreasing over time
           * Note how the health problem/issue appears at different rates among subgroups within the target population/county
           * Compare the county data to the state and national data
       ii.   Describe how the health problem/issue may be having a direct impact on quality of life. For example, what are the major consequences of the health problem?   (2-3 sentence paragraph only).
   b. *Behavioral/Environmental Assessment:*
       i.   Discuss the behavioral factor(s) that contribute(s) to the priority health problem based on information from published literature. Provide specific statistics that show the prevalence or incidence of the behavioral factor(s). Provide a comparison of these rates between the county and the state and/or nation.
       ii.   Describe the environmental factor(s) that contribute to the priority health problem based on information from published literature. Provide specific statistics that show the prevalence or incidence of the environmental factor(s). Provide a comparison of these rates between the county and the state and/or nation.

iv. Conclude this assessment by identifying the behavioral and/or environmental factor(s) to target for this project. This can be indicated by one simple statement that says something like this: "The behavioral target is _____, and/or the environmental target is _____." Only one target behavioral and one environmental target are required, but more than one may be addressed.

Phase 3: Educational & Ecological Assessment
   a. Describe what "causes" people to engage in the behavioral target identified above. Go to the professional literature to identify what factors are considered to be related to engagement in the behavior(s) under analysis.
   b. Describe what "causes" the priority environmental factors identified in Phase 2 to exist. Go to the professional literature to identify what factors are considered to be related to existence of the environmental factor(s) under analysis.
   c. Conclude this assessment by identifying at least 3 contributing factors to be the targets of interventions. This can be indicated by one simple statement that says something like this, "The targeted contributing factors are _____."

3. **Goals and Objectives (1 page):**
   a. Include one goal statement, along with the following types of objectives:
   b. One outcome objective
   c. One behavioral objective
   d. One environmental objective
   e. At least 3 learning/resource objectives
   f. At least 4 process objectives. **Note:** Process objectives should be developed AFTER you have completed the implementation plan.

   Note: ALL objectives must be in SMART objective format, which means they must minimally include the four criteria: who, what, by when, how much. These should be written simply and concisely.

4. Implementation Plan
   Phase 4: Intervention Alignment (1 page)
   a. Identify two (2) evidence-based intervention(s) that you will implement with your target population. At least one of the interventions must involve either health policy/enforcement, environmental change, and/or community mobilization. Explain the interventions and describe the evidence/outcomes that show the program was successful in targeting the contributing factors identified in Phase 3.

   Phase 5: Implementation Plan (5 pages)
   b. Activity description (2 pages): Use the attached *Template A* to describe at least four (4) activities that are needed to implement the interventions you selected above. Each individual activity should have its own full description using the template. For each individual activity, you will provide a 2-3 sentence description, the targeted objectives, the target population, start and end date(s), the location(s), list of staff and stakeholders/partners and their roles in the activity, and a list of resources needed to complete the activity. You may need to add more rows/columns to the template,

depending on how many activities that you have. **Note: The process objectives should be related to these activities.**

    c. <u>Timeline (1 page):</u> Use the attached *Template B* to provide a timeline of the implementation plan. This should indicate how much time it will take to complete all aspects of the intervention; do not forget to build in time for program evaluation.

    d. <u>Logic Model (1 page):</u> Use the attached *Template C* to develop a logic model that includes inputs, activities, outputs, short-term, intermediate, and long-term outcomes

    e. <u>Budget Sheet (1 page):</u> Use the attached *Template D* to develop a one-page budget sheet that outlines the major expenses that will be associated with the intervention you are planning. This should be based on your previously describe activities and the timeline. A sample budget sheet is included on Blackboard to give you an idea of how to complete the budget sheet.

6. Reference Page (not included in the page totals); references must follow APA guidelines

The last page of this guidance document includes a list of suggested headings for this paper. The instructor <u>loves</u>☺ the use of headings and not the outline format used here.
<u>**Deadlines for submitting sections of plan/proposal:**</u>

- ___**:** Program Plan—Needs Assessment—1st Draft
- ___**:** Program Plan—Needs Assessment—2nd Draft (Final Paper)
- ___**:** Program Plan—Goal & Objectives—1st Draft
- ___**:** Program Plan—Goal & Objectives—2nd Draft (Final Paper)
- ___**:** Program Plan—Implementation Plan—1st Draft (broken up in blackboard assignments)
- ___**:** Program Plan—Implementation Plan—2nd Draft (Final Paper)
- ___: Final Health Program Plan/Full Grant Proposal (all sections)

Project Scoring: The health program plan/proposal is worth 150 points. Below is an outline of how this assignment will be assessed:

Draft Sections (50 Points): Scoring is based upon completion of all required elements and citing sources in the sections that require citations. Below is how the 50 points will be distributed:

- Completion of all required elements of Needs Assessment—1st Draft (20 points)
- Completion of all required elements of Goal & Objectives—1st Draft (15 points)
- Completion of all required elements of Implementation Plan—1st Draft (15 points)

Cover Page (5 points): Completion of all required elements of the cover page

Style/Format (10 points): Final Paper followed format requirements (page length, font, spacing, and references use APA style)

Quality of Response (85 points): Scoring of quality will be in the final paper only. Quality of response is demonstrated by correct synthesis of information and by a demonstrated understanding of the plan components. A quality response is also logically written, well documented/cited, with few grammatical errors. Quality will also be scored based upon innovation of selected activities. A paper that just uses a health fair and an educational

curriculum will score low in quality of intervention. Below is the relative weight of each section within <u>quality of response</u>:

1. Needs assessment
   a. Phase 1 Assessment (5 points)
   b. Phase 2 Assessment (10 points)
   c. Phase 3 Assessment (10points)
2. Goals & objectives (15 points)
3. Implementation plan
   a. Phase 4: Intervention alignment(10 points)
   b. Phase 5: Implementation plan
      i. Activity description (10 points)
      ii. Timeline (5 points)
      iii. Logic Model (15 points)
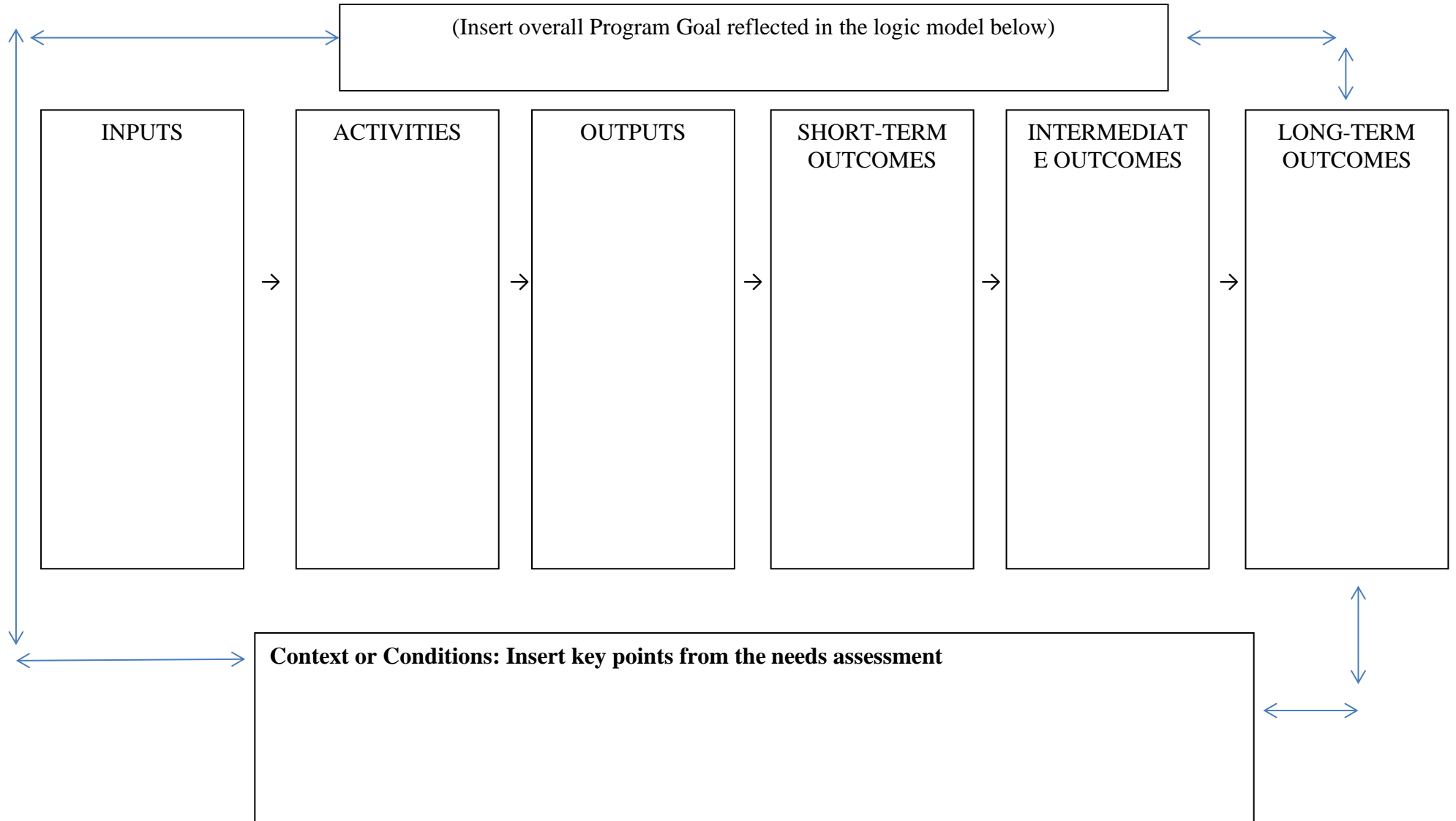   iv. Budget (5 points)

Template A: Activity Description

Activity title	
Activity description (2-3 sentences describing what will be done)	
Learning/resource objective addressed by this activity	
Target population	
Start and end date(s) of the activity	
Location(s) of the activity	
List of staff and stakeholders/partners and their roles in the activity	
List of resources needed to complete the activity	

Activity title	
Activity description (2-3 sentences describing what will be done)	
Learning/resource objective addressed by this activity	
Target population	
Start and end date(s) of the activity	
Location(s) of the activity	
List of staff and stakeholders/partners and their roles in the activity	
List of resources needed to complete the activity	

Activity title	
Activity description (2-3 sentences describing what will be done)	
Learning/resource objective addressed by this activity	

Target population	
Start and end date(s) of the activity	
Location(s) of the activity	
List of staff and stakeholders/partners and their roles in the activity	
List of resources needed to complete the activity	
Activity title	
Activity description (2-3 sentences describing what will be done)	
Learning/resource objective addressed by this activity	
Target population	
Start and end date(s) of the activity	
Location(s) of the activity	
List of staff and stakeholders/partners and their roles in the activity	
List of resources needed to complete the activity	

<div align="center">*Template B:* **Timeline**</div>

Project Title:

Project Start Date:

Project End Date:

Tasks Year 1	MONTHS											
	J	F	M	A	M	J	J	A	S	O	N	D

Template C: Logic Model

(Insert Program Name)

(Insert overall Program Goal reflected in the logic model below)

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG-TERM OUTCOMES
→	→	→	→	→	

Context or Conditions: Insert key points from the needs assessment

Template D: Budget Sheet

Project Title:
Funding Period:

Budget Category	Amount
PERSONNEL (i.e. Salaries, Fringe Benefits)	
SUBTOTAL PERSONNEL	
OPERATING EXPENSES (Non-staff costs of implementing programs, i.e. training, materials/supplies/printing/postage, meeting costs, professional development, travel, independent contracts)	
SUBTOTAL OPERATING EXPENSES	
TOTAL EXPENSES (PERSONNEL + OPERATING)	

Suggested headings and APA format for headings to be used in submission of the final paper:

Needs Assessment

Phase 1: Social Assessment
Phase 2: Epidemiological Assessment

     Health assessment.
     Behavioral/Environmental assessment.
Phase 3: Educational & Ecological Assessment

Goals and Objectives

Goal
Outcome objective
Behavioral objective(s)
Environmental objective
Learning/resource objectives
Process objectives

Implementation Plan

Phase 4: Intervention Alignment
Phase 5: Implementation Plan
     Activity description.
     Timeline.
     Logic model.
     Budget sheet.

References

<div align="center">

Eastern Kentucky University
Department of Public Health and Clinical Science
Fall 2023

</div>

Syllabus for HEA 480W Health Promotion Program Planning (3 hours) CRN: 11390

Instructor's Information

Instructor's Name: Julie A. Lasslo, PhD, MPH
Office: Dizney 235
Email: Julie.Lasslo@EKU.EDU
Phone: Office 622.1148 Text # 859.200.8043
Student Hours: TR 11:00 – 12:15 Dizney 226
I am available to answer questions or meet with you M-F virtually or in-person. Please email to set up a meeting. For clarification of course materials and questions, feel free to email or text. I will typically respond within 24 hours.
Office Hours:
M: By appt.// **T**: 8:30 -9:30; 12-2pm // **W**: 8:30-1:30 // **TR**: 8:30-9:30; 5-6pm // **F**: Reserved for Meetings
Instructor Feedback Timeframe: The instructor will respond to all emails within 2 business days of receipt. Smaller assignments will be graded within 1 business week of the assigned due date. Larger assignments will be graded within 2 weeks of the assigned due date.

Catalog Course Description

A writing intensive course that is an introduction to principles, strategies, and skills, which are necessary for the planning and implementation of health education and health promotion programs in a diversity of settings. Prerequisites: ENG 102 or ENG 105(B) or HON 102

Required Texts

McKenzie, J. F., Neiger, B. L., and Thackeray, R. (2013). *Planning, implementing, & evaluating health promotion programs: A primer* (6th ed.). San Francisco, CA: Pearson. (other editions are permitted)

*It is possible for the student to get by without this text due to the variety of resources on the internet. The instructor will provide guidance concerning trusted and useful websites. **However,** it is encouraged to purchase the text if finances allow.*

Technological Requirements
In order to participate in this course you must have the following:
1. **A working computer system** with the latest version of [Chrome] or [Firefox]. Blackboard will work with other browsers, but EKU's IT only recommends (and supports) these browsers.
2. **Access to a reliable moderate-to-high speed Internet connection** for viewing the videos and films.
3. **Access to Microsoft Word**. EKU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the EKU IT site using this link: **Microsoft 360 Plus for EKU Students**

4. **A PDF viewer.** We recommend Adobe Reader. **If you don't have the Adobe Reader application, click here for access to a free download.**
5. **Basic computer skills,** including word processing, emailing, navigating Blackboard and the EKU library website, and viewing videos.

If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the EKU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or **support@eku.edu** to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work.

Student Learning Outcomes

By the end of the course, students will be able to:
1. Describe the process involved in the planning, development, implementation and evaluation of a health promotion program.
2. Conduct a needs assessment within a given population.
3. Infer needs for health education from obtained data.
4. Formulate appropriate and measurable health promotion program objectives
5. Explain why health promotion interventions should be planned using theoretical frameworks.
6. Analyze health behavior within the constructs of selected health behavior theories and models.
7. Create an intervention that is based on theory and/or evidence of best practices.
8. Apply principles of cultural competence in selecting, designing, and implementing health education strategies and interventions.
9. Describe plans for evaluating a health promotion program.
10. Produce a logic model to guide the planning process.
11. Demonstrate the skill to write reports in the style, process and format required by the discipline.
12. Demonstrate a writing process that produces effective documents appropriate to course level

This course meets the following Foundational Domains set forth by the Council on Education for Public Health (CEPH):	

[D-10] Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice:
   o Basic Concepts of Data Collection
   o Basic Methods of Data Collection
   o Basic Tools of Data Collection
   o Data Usage
   o Evidence-based Approaches	

[D-10] Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations:
   o Introduction to processes and approaches to identify needs and concerns of populations
   o Introduction to approaches and intervention to address needs and concerns of populations	

	Assessment

[D-10] Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation:
  o   Introduction to Planning concepts and features
  o Introduction to assessment concepts and features	

[D-10] Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology:
  o   Technical writing
  o Professional writing	

This course meets the following Foundational Competencies set forth by the Council on Education for Public Health (CEPH):	**Assessment**
[D-11] Information Literacy: Students should be able to locate, use, evaluate and synthesize public health information o Synthesize Information	Students will synthesize and integrate information from a variety of data sources regarding a public health topic in a given population into a program plan for a mock grant proposal. The proposal, guided by the PRECEDE-PROCEDE model will include a needs assessment, evidenced-based intervention plan, timeline, budget, and logic model.
[D-11] Information Literacy: Students should be able to locate, use, evaluate and synthesize public health information o Evaluate Information	Students will conduct a needs assessment of the target population and evaluate existing evidence-based program in order to design an intervention plan. This information is used as part of a mock grant proposal guided by the PRECEDE-PROCEDE model.

Course Requirements

Professionalism: (30pts) Regular attendance, class preparation, and showing respect for those who share the classroom environment. Points assessed through attendance logs and instructor appraisal.

Exam: **(100 pts)** All students will complete a mid-term. [The detailed study guide to be turned in prior to the exam is worth 50 pts of the total]

Quizzes: (Total of 120pts) 10pt quizzes will take place as indicated on the course schedule. The quizzes are open note and open book but should be completed on your own via blackboard.

Data Collection Assignment: (50pts) Guided by the PRECEDE/PROCEDE Model (PPM), students will gather information pertinent to the first 3 phases of the PPM, also known as the Needs Assessment portion of the major paper for the semester. Students will list data points and critically evaluate the source of the data and its relevance to a chosen community and target health issue. A guided worksheet will be provided.

Writing Activity: Program Plan/Grant Proposal: (100pts for Final Paper) All students will complete a health program plan focusing on the specific population and problem/situation identified through a needs assessment. The plan will include a needs assessment, goals/objectives, and an implementation plan and will be submitted in the form of a brief grant

proposal. Complete instructions to come under separate cover. To assure students gain skill in this type of writing, we will use a write, revise, and resubmit process. Students will complete portions of the proposal, and then, the instructor will provide individual written feedback followed by in-class discussions of thinking and writing errors. Prior to submitting the final program plan/proposal, students will be given the opportunity to meet directly with the professor and get direct feedback and assistance. Students are expected to use the feedback to improve each subsequent portion of the proposal. It is essential that students be engaged in class to receive feedback about her/his performance on the grant proposal. Students must revise her/his program plan in order to be re-graded. **[In Fulfillment of Foundational Competency D-11]**

Logic Model Presentation: **(25 pts)** After submission of final Program Plan/Grant Proposal papers each student will be required to present a logic model of their program plan to the class. As part of this presentation the logic model from the student's paper will be displayed on the screen and the student will be given 3 minutes to present their program plan using only the logic model as a visual aid. Submissions may be recorded with voice thread or ppt and submitted via blackboard.

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University Policies: Policy 4.1.4, Course Syllabi

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SEVERE WEATHER PLAN:
https://www.eku.edu/eku/weather/richmond-campus-severe-weather-plan.html
WITHDRAWAL DATES: For current withdrawal dates please refer to the following link:
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STUDENT SUCCESS CENTER

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Visit www.successcenter.eku.edu or email successcenter@eku.edu for more information.

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ACADEMIC INTEGRITY: For current policy please refer to the following link: http://www.academicaffairs.eku.edu/syllabi/

NON-DISCRIMINATION AND HARASSMENT, TITLE IX, AND PREVENTION STATEMENT:

For current policy please refer to the following link: https://academicaffairs.eku.edu/syllabi

MENTAL/PHYSICAL WELLNESS RESOURCES

Eastern Kentucky University is committed to the wellbeing of all students.
Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:

EKU Counseling Center After Hours Urgent support line:	(859) 622-1303
National Suicide Hotline:	(800) 273-8255

Students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	(859) 622-1761
EKU Psychology Clinic:	(859) 622 2356
EKU Counseling Center:	(859) 622-1303
EKU Women's Health Clinic:	(859) 622-1761

Flexible Semester Calendar

Date	Topic	Assignment
Week 1	Module 1 • Introductions • Review of Syllabus • Review of Major Assignments	• Introduction Discussion Board (Due Fri. by 11:59pm)
Week 2	Module 2 • Models for Program Planning in Health Promotion	• Quiz 1 (due by Saturday @ 11:59)
Week 3	Module 3 • PRECEDE/PROCEDE Model (PPM) • PPM Application	• Quiz 2 (due by Saturday @ 11:59) • Project Idea Proposal DB Post (due Friday @ 11:59pm)
Week 4	Module 4 • Research & Writing Workshop • APA Citation	• Quiz 3 (due by Saturday @ 11:59) • Podunk Texas Worksheet (due Friday @ 11:59pm)
Week 5	Module 5 • Assessing Needs: Primary & Secondary Data [D-11]	• Quiz 4 (due by Saturday @ 11:59) • Needs Assessment Draft (due Friday @ 11:59pm)
Week 6	Module 6 • Missions, Goals, Objectives Part 1	• Quiz 5 (due by Saturday @ 11:59)
Week 7	Module 7 • Missions, Goals, Objectives Part 2	• Quiz 6 (due by Saturday @ 11:59) • Objectives Worksheet (due Friday @ 11:59pm)
Week 8	Module 8 • **MIDTERM EXAM**	• Study Guide Due TR at the start of class • Midterm Exam on Thursday
Week 9	Module 9 Fall Break	Quiz 7 (due by Saturday @ 11:59pm)
Week 10	Module 10 • Theories & Models for Health Promotion • Measures & Measurement Instruments	• Goal and Objectives draft (due Friday @ 11:59pm)
Week 11	Module 10 Cont. • Interventions	• Quiz 8 (due by Saturday @ 11:59)
Week 12	Module 11 • Timeline & Budget	• Quiz 9(due by Saturday @ 11:59) • *Recommended to complete Timeline and Budget section of your paper*
Week 13	Module 12 • Logic Models • Presentation Skill Building	• Quiz 10 (due by Saturday @ 11:59) • *Recommended to complete your logic model if you would like feedback*
Week 14	• **Individual meetings**	• Get that final draft ready to go!
Week 15	• **Individual meetings**	• Turn in Final Draft of Paper by 4/29 @ 11:59pm
Week 16	• **Final Exams Week**	• Complete Logic Model Presentation

EASTERN KENTUCKY UNIVERSITY
Department of History

HIS 386: Modern African History
3 cr. hrs., CRN: 50922
Online Course
Instructor: Dr. X

Office: 310 Keith
Office Phone: 2-1375 (Cell: 859-248-1394)
Summer 2023 Semester (May 22-June 30)
E-mail:

Catalog Description:
History of Africa from the 19th century to the present. Themes include: trade and politics; European conquest and African resistance; rural survival and urban popular culture; race, class, gender, ethnicity, and age; African nationalism and independence.

Course Description and Objectives:
This course examines the social-cultural, political and economic transformation that occurred in Africa during the era of European colonization in the nineteenth and twentieth centuries. Selected themes such as African traditional institutions, the abolition of the slave trade, European colonial encroachment, colonial rule, rise of nationalism, and restoration of independence, will be considered. Besides introducing the students to the study of Africa, this course will review the impact of both the pre-colonial and colonial experiences and the subsequent political independence in shaping the structures of modern Africa.

Student Progress: You will be able to know your grades via Blackboard "My Grades" or you may ask me any time. If you think you need to drop the course, please discuss that possible decision with your instructor and bear in mind these deadlines contained in this link:
https://colonelscompass.eku.edu/calendar-spring

Attendance Policy
Students are expected to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. Therefore, attendance is considered mandatory.

Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences are subject to failing the course. Students enrolled in TR sections may not exceed 3 unexcused absences for the semester; students enrolled in a MWF section may not exceed 5 unexcused absences for the semester.

For the purposes of this course, "excused absences" include verifiable medical or family emergencies, University-approved activities (accompanied by a University excuse), illness (yours or a family member's), and other absences as outlined in the University's "Student Absence from Class" policy. Students should be prepared to document the reasons for the absence. Students whose absences are not excused will not normally be allowed to make up tests, quizzes, and/or assignments. Students who anticipate having a high number of excused absences should contact their instructor as soon as the situation arises so that they can make arrangements for how to handle missed class time.

Late arrival or early departures from class that are unexcused will be considered in the tabulation of absences as well.

Technology and email: EKU requires all students and faculty to use their University email accounts for all correspondence. [Please do not accept email from non-EKU addresses due to privacy and hacking concerns.]

Disability Accommodation Statement
The University strives to make all learning experiences as accessible as possible. If you are registered with the Center for Student Accessibility (CSA), please request your accommodation letter from the CSA. CSA will transmit your letter to the course instructor(s). It is recommended that you discuss the accommodations needed with your instructor(s). If you believe you need an accommodation and are not registered with the CSA, please contact CSA by email at accessibility@eku.edu or by telephone at (859) 622-2933.

A student with a "disability" may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks and working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Act Amendments Act (ADAAA).

Academic Integrity
Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity policy is available at http://www.academicintegrity.eku.edu/. This statement is applicable to all EKU students in all courses regardless of whether it appears in the class syllabus. Questions regarding the policy may be directed to the Office of Academic Integrity.

Disclosures of Discrimination, Harassment, or Violence
EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. The university supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu. EKU's commitment also **requires faculty members to report** any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you would like to obtain confidential help from someone who does not have to report the information, please go to www.titleix.eku.edu for resources, including the following:

- EKU Student Health Services   622-1761
- EKU Counseling Center   622-1303
- Title IX at EKU   622-8020
- Bluegrass Rape Crisis Center   800-656-4673 (hotline)
- Hope's Wings Domestic Violence Program   859-623-4095
- National Suicide Prevention Lifeline   800-273-8255

The Non-Discrimination and Harassment policy is available at https://policies.eku.edu/sites/policies.eku.edu/files/policies/1.4.1pnondiscriminationharassment.pdf and questions regarding the policy may be directed to the Director of Equity & Inclusion and Title IX at https://titleix.eku.edu/people.

Writing Assistance: The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or **multimodal communication**, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at http://www.studio.eku.edu/ or call 859-622-7330.

The Student Success Center: Located on the ground floor of the library, the Student Success Center provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 100 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. Email successcenter@eku.edu or visit www.successcenter.eku.edu. Drop-in visits are welcome, and no appointment is necessary.

Official E-mail:
An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Class Format:
This is an online course developed through EKU's web portal known as Blackboard. Students should check the Blackboard site every day for announcements, clarifications, and comments from the professor. You will need a university email account to gain access to the Blackboard through *My EKU* web portal and the course materials for this course. You will read, respond, interact, and submit all assignments through this system. To be successful in the course, you must have the right specifications for your computer system and internet access. For details, see the file on the 'Course Document' section of the blackboard. Please note that required readings for each topic will be assigned on a weekly basis. Read the relevant chapters or articles to facilitate meaningful participation in our online discussion forums and timely completion of assignments. Lecture guidelines/questions will be posted on the Sunday proceeding the week during which they will be completed. You are required to complete your readings and submit your assignments on time. If you fail to turn in your assignments on time, you will lose points for that particular week's work. Please keep this in mind and plan for any circumstances including lost internet service, broken computers or any other unforeseen events. Malfunctioning computer equipment or internet service is not an excuse in this class. The reason why is simple, there are computer labs on campus and at all of the EKU satellite campuses at which you can complete your work. You agreed to sign up for an internet-based course, so you have the responsibility of doing what it takes to participate online and meet these expectations. You are reminded that online courses are not easier than normal classroom courses; they require discipline and time management.

Discussions:
Any general questions or issues about content and/or assignments should be posted to the "Questions and Answers" forum on the discussion board. This is our classroom meeting place. Do not send me an e-mail unless it is confidential. To post a question, click on the link "Questions and Answers" and click on "Create Thread," type your question or comments and click on submit. To respond to others, simply click on "Reply," type your question or comments and click on submit. The instructor or fellow students will respond in 24-48 hours (Monday - Friday).

Attendance Policy:
Attendance is compulsory. Unless you inform me ahead of time, if you fail to complete the first

assignment you will be withdrawn from the class. Attendance is defined as logging in to the blackboard classroom and interacting; posting questions, thoughts, homework assignments <u>at least 4</u> times per week. Extended absences, defined as failure to post into the Blackboard classroom for more than two days, will negatively affect your grade.

Composing and Posting Essays

In composing all your essays for this class, think seriously about this critical thinking model as advanced by Richard Paul and Linda Elder

1. **Clarity:** Could you elaborate further? Could you give an example?
2. **Accuracy:** How could we check on that? How could we find out if that is true?
3. **Precision:** Could you be more specific? Could you give more details? Could you be more exact?
4. **Breadth:** Do we need to look at this from another perspective? Do we need to consider another point of view? Do we need to look at this in other ways?
5. **Logic:** Does all this make sense together?
6. **Significance:** Is this the central idea to focus on? Which of these facts are most important?
7. **Fairness:** Do I have any vested interest in this issue? Am I sympathetically representing the viewpoints of others?

Note:

1. Avoid postings that are limited to 'I agree' or 'great idea,' etc. If you agree (or disagree) with a posting then say why you do by supporting your statement with concepts from the readings, or by bringing in a related example or experience
2. Try to use quotes from the assigned readings that support your postings. Include page numbers and references when you do that
3. Bring related prior knowledge (work experience, prior coursework, readings, etc)
4. Use proper etiquette (proper language, typing, etc). Do not use abbreviations and slang—watch the typos. Yes, professionalism counts.

Evaluation Methods (Overall Grade will be cumulative)
1. Weekly Response Essays (4% each)   --------------- 48%
2. Review of Things Fall Apart   ---------------- 8%
3. Critique of *The dangers of a Single Story*   ------------------4%
4. Document Analysis Essay   ----------------15%
5. Country Report   ------------------- 25%

                                                          100%

The final grade is based on A=90; B=80s; C=70s; D=60s; F=below 60.

Course Requirements

Weekly Discussions, 48%

Every Wednesday before 11:59 pm, you will submit at least a 400-word **initial discussion essay** that analyzes the readings assigned for the week. Each essay should describe the subject, aim, and scope of the reading. You should briefly identify and discuss the main arguments, strengths, and weaknesses of the reading. **Essays must contain historical details: facts, names, dates, etc**. Please remember that unless your response papers clearly and consistently provide evidence of engagement with the

readings, your grade will be lowered accordingly. After composing and posting your essay, you will then post a **response essay** on or before every Saturday at 11:5 p.m., where you comment on the essays of two of your classmates. Discuss the strengths and weaknesses in the postings of your classmates. **Both initial discussion essays and response essays** will be graded based on the clarity of your prose, the strength of your arguments, your use of class text(s), and your demonstrated understanding of that week's material. See the course schedule for specific dates and times to post these weekly essays. **Keep in mind that all late postings will not be accepted and will receive an automatic grade of F**

Composing Essays:
In composing all your essays for this class, think seriously about this critical thinking model as advanced by Richard Paul and Linda Elder
8. **Clarity:** Could you elaborate further? Could you give an example?
9. **Accuracy:** How could we check on that? How could we find out if that is true?
10. **Precision:** Could you be more specific? Could you give more details? Could you be more exact?
11. **Breadth:** Do we need to look at this from another perspective? Do we need to consider another point of view? Do we need to look at this in other ways?
12. **Logic:** Does all this make sense together?
13. **Significance:** Is this the central idea to focus on? Which of these facts are most important?
14. **Fairness:** Do I have any vested interest in this issue? Am I sympathetically representing the viewpoints of others?

Note:
5. Discussion posts constitute 48% of your total grade. Don't sit down at 11:58 on Wednesday night, type whatever comes to your mind until you hit 300 words, and submit your work without proofing. A good post should make it clear that you have read all of the assigned readings for the week, not list facts and trivia, but arranges details in a coherent way that accurately responds to the prompt.
6. Avoid postings that are limited to 'I agree' or 'great idea,' etc. If you agree (or disagree) with a posting then say why you do by supporting your statement with concepts from the readings, or by bringing in a related example or experience
7. Try to use quotes from the assigned readings that support your postings. Include page numbers and references when you do that
8. Bring related prior knowledge (work experience, prior coursework, readings, etc)
9. Use proper etiquette (proper language, typing, etc). Do not use abbreviations and slang—watch the typos. Yes, professionalism counts.

Critique of "The Dangers of a Single Story," 4%
Watch "The Danger of a Single Story" by Chimamanda Adichie located on assignment section of Blackboard and response to the questions below in one page.

1. Why did the author make the speech (i.e. what were the author's purposes)?
2. Who was the intended audience?
3. What basic assumptions does the author make? Do you agree with the author's conclusions? If yes, why and if no, why not?

Review of Things Fall Apart: 8%
The review paper should deal with but not restricted to the following questions:

- What was the pattern of conflict between traditional African values, as exemplified by Igbo socio-cultural life, and those of the invading alien Western culture?
- What was the nature of relationship between the rich and the poor in the traditional Igbo society as represented by Okonkwo and his father, Unoka?
- Culture is not usually static but dynamic. Do you agree? Where would you place the Igbo culture? In your opinion, do you think that traditional practices such as the killing of twins would have withered away over time without the intervention of Europeans? Analyze this with specific examples from the novel.
- How unique were certain cultural practices such as arrangements and celebrations of marriages and deaths, punishment for heinous crimes such as murder for which Okonkwo was banished from Umuofia. Comment on Umuofia's sense of justice.
- In your own judgment, what specifically fell apart? How did things fall apart in Igbo society? Did things fall apart for the better?

Note:
Review should be two-three pages in length. It must be typewritten, double-spaced, and paginated. There should be, at least, four (4) direct quotes from the novel.

Document Analysis Essay, 15%
From the 1870s to the early 1900s, European nations engaged in a frenzy of ambitious acquisition of colonial territories like no other period in history. This unprecedented imperial expansion is often referred to as the "new imperialism" to differentiate it from the earlier era of empire building. While earlier imperialism focused on the Americas, the new imperialism centered on Africa and Asia. What have remained contentious, however, are the motives behind this phenomenon. Read carefully the six primary sources posted on the blackboard and use them to write a **two-three** page essay precisely addressing the following questions:
1. What were the specific arguments of each of these advocates in favor of colonial expansion?
2. In what specific ways did each of the spokesperson attempts to appeal to public opinion in favor of imperialism in their respective countries?
3. In the light of your readings, comment on the view that the new imperialism was pursued in the interests of both the colonized subjects and the mother (European) countries.
4. From your own assessment, what would you consider as the principal motive and/or justification for the new imperialism?

Instructions:
- Your essay should be typewritten, double-spaced and paginated. Please, use standard margins, and a title page.
- You may use either endnote or footnote style for your references to sources cited. There should be at least six (6) footnotes, one for each document. Be sure to use at least one secondary source, e.g. books or journal articles in addition to the documents. Your class texts are acceptable.
- Remember to use at least four (4) direct quotes from the documents. Direct quotations must be opened and closed with quotation marks and followed by a footnote number. Paraphrased materials should be footnoted as well.
- Please avoid plagiarism. Note that unguarded paraphrasing without proper footnoting is a form of plagiarism.

Country Report, 25%
Adopt a contemporary African country of your choice and write a 5-7 page report on the country in question. You should develop some familiarity with the African country of your choice by learning basic

facts about and following the developments in that country through relevant websites, newspapers, books, etc. As much as possible, your preferences of the country to adopt will be accommodated. Your introductory paragraph should indicate briefly the location, landscape, ethno-linguistic composition, and the reason(s) for your interest in that specific country. The main themes of this assignment focus on the economic, socio-cultural and political developments of your country under colonial rule as contrasted with the current post-colonial situation. You must highlight and discuss relevant indices of progress and/or the lack of it since independence. What theoretical and practical solutions—economic, socio-cultural and political—would you suggest for your country, and why?

Instructions:
➢ Report must be typewritten, double-spaced and paginated. There should be a title page. Use standard margin of one-inch on all sides.
➢ You must use and make direct quotes from two of your class texts.
➢ You may use either endnote or footnote style for your references to sources cited. There should be at least six (6) footnotes. Beware that plagiarism is a punishable offence in academia. Please note that the reproduction and presentation of internet write-ups as your own work is the worst form of plagiarism.

<u>CLASS SCHEDULE</u>
(Schedule subject to modification)

Module One: May 22-27: The African Continent

Due Dates
  Wednesday, May 24: Initial Discussion Post, 11:59pm
  Saturday, **May 27**: Critique of "The Dangers of a Single Story, 11:59pm
  Saturday, May 27: Discussion Responses, 11:59pm
Secondary Sources:
  Susan Williams, "Ways of Seeing Africa," *Africa: Journal of the International African Institute* (2009): vii-xiv.
  Melville J. Herskovits, "Peoples and Cultures of Sub-Saharan Africa," *The Annals of the American Academy of Political and Social Science* 298 (Mar., 1955): 11-20.
  Chinua Achebe, "An Image of Africa," Research in African Literatures, Vol. 9, No. 1, Special Issue on Literary Criticism(Spring, 1978), pp. 1-15
  Robin Derricourt, "The changing Shape And Perception Of 'Africa',"
Documentary:
  "Different but Equal," Written & Presented by Basil Davidson:
  https://www.youtube.com/watch?v=X75COneJ4w8
Primary Source:
  Ghana and its Peoples in the Eleventh Century

Module Two: May 29-June 3: Social Institutions in Africa

Due Dates

Wednesday, May 31: Initial Discussion Post, 11:59 pm
Saturday, June 3: Discussion Responses, 11:59 pm
Saturday, June 3: Review of *Things Fall Apart*

Secondary Sources:

Korsi Dogbe, "Concept of Community and Community Support Systems in Africa," *Anthropos,* Bd 75, H. 5./6. (1980): 781-798.

John H. Hanson, "Religions in Africa," in *Africa, Fourth Edition, ed.* Maria Grosz-Ngaté, John H. Hanson, Patrick O'Meara (Bloomington, IN: Indiana University Press, 2014): 103-122.

Pamela J. Olubunmi Smith," Feminism in Cross-Cultural Perspective: Women in Africa," *Transformation* 6, no. 2 (1989): 11-17.

Lamin Sanneh, "The Domestication of Islam and Christianity in African Societies: A MethodologicalExploration," Journal of Religion in Africa, Vol. 11, Fasc. 1 (1980), pp. 1-12.

VICTOR CHIKEZIE UCHENDU, "Ezi Na Ulo: The Extended Family in Igbo Civilization," Dialectical Anthropology (2007) 31:167–219.

Documentary:

"The King & The City," Written & Presented by Basil Davidson:
https://www.youtube.com/watch?v=zXhVu21As4A

Module Three: June 5 to 10: Literature, Education, and Music in Africa

Due Dates

Wednesday, June 7: Initial Discussion Post, 11:59pm
Saturday, June 10: Discussion Responses, 11:59pm

Secondary Sources:

Eileen Julien, "Literature in Africa," in *Africa, Fourth Edition, ed.* Maria Grosz-Ngaté, John H. Hanson, Patrick O'Meara (Bloomington, IN: Indiana University Press, 2014): 210-232.

Michael Omolewa, "Traditional African Modes of Education: Their Relevance in the Modern World," *International Review of Education* 53, no. 5/6 (Nov., 2007): 593-612.

Steve Savage, "Application Study: African Folklore and Music Communities," in *Bytes and Backbeats: Repurposing Music in the Digital Age* (Ann Arbor: University of Michigan Press, 2011): 129-149.

Willfried F. FEUSER, "Myth, History and Literature in Africa," Présence Africaine, Nouvelle série, No. 146, XXVe Anniversaire de l'Organisation del'Unité Africaine (1963-1988) / 25th. Anniversary of The Organization of African Unity(1963-1988) (2e TRIMESTRE 1988), pp. 146-172.

C. N. Ubah, "Western Education in Africa: The Igbo Experience, 1900-1960," Comparative Education Review, Vol. 24, No. 3 (Oct., 1980), pp. 371-388.

Documentary:

Middle class sprawls in Nairobi, Kenya*, https://www.youtube.com/watch?v=HyNztfyen7Q*

Primary Source for Second Document Analysis:

African Folktale: "The Chief Who was no Fool"

Module Four: June 12-17: Africa & the West

Due Dates

Wednesday, June 14: Initial Discussion Post, 11:59pm
Saturday, June 17: Document Analysis Essay

Saturday, June 17: Discussion Responses, 11:59pm
Secondary Sources:
>Nathan Nunn, "The Long-Term Effects of Africa's Slave Trades," *The Quarterly Journal of Economics* 123, no. 1 (Feb., 2008): 139-176.
>Ieuan Griffiths, "The Scramble for Africa: Inherited Political Boundaries," in *Readings in the International Relations of Africa, ed. T*om Young (Bloomington, IN: Indiana University Press, 2015): 111-122.

J.P. Ade AJAYI and J.F. Ade AJAYI, "The State in Colonial Africa," Présence Africaine, Nouvelle série, No. 127/128, COLLOQUE SUR « LAPROBLÉMATIQUE DE L'ÉTAT EN AFRIQUE NOIRE »: DAKAR : 29 novembre - 3 décembre1982 (3e et 4e TRIMESTRES 1983), pp. 170-174

Adiele E. Afigbo, "Africa and the Abolition of the Slave Trade," The William and Mary Quarterly, Third Series, Vol. 66, No. 4, Abolishing the SlaveTrades: Ironies and Reverberations (Oct., 2009), pp. 705-714

Documentary:
>"The Magnificent African Cake" Written Presented by Basil Davidson:
>https://www.youtube.com/watch?v=sTa5iDbZXu0

Primary Source
>African responses to colonialism documents

Module Five: June 19-24: Decolonization in Africa

Due Dates
>>**Wednesday, June 21**: Initial Discussion Post, 11:59pm
>>**Saturday, June 24**: Discussion Responses, 11:59pm

Secondary Sources:
>Thomas Patrick Melady, "The Sweep of Nationalism in Africa," *The Annals of the American Academy of Political and Social Science* 354 (Jul., 1964): 91-96.
>William C. Olsen, and W. E. A. van Beek, "The Meaning of "Apartheid" and the Epistemology of Evil," in *Evil in Africa: Encounters with the Everyday* (Bloomington: Indiana University Press, 2016), 364-380.
>Giampaolo Calchi Novati, "Postcolonial State Versus Ethnicity: A Reassessment of Decolonization in Africa," Latin American Perspectives, Vol. 23, No. 2, Ethnicity and Class in Latin America(Spring, 1996), pp. 130-138
>CHEIKH ANTA BABOU, "Decolonization or National Liberation: Debating the End of British Colonial Rule in Africa," The Annals of the American Academy of Political and Social Science, Vol. 632, Perspectives on Africa and the World (November 2010), pp. 41-54

Documentary:
>"The Rise of Nationalism," Written Presented by Basil Davidson:
>https://www.youtube.com/watch?v=CF-VLTPBSe0

Primary Source
>Nelson Mandela, "I am Prepared to Die," Speech, 1964.

Module Six: June 26-June 30: Nation-Building in Africa

Due Dates
>>**Wednesday, June 28**: Initial Discussion Post, 11:59 pm

Saturday, June 30: Country Report
Saturday, June 30: Discussion Responses, 11:59 pm
Secondary Sources:
Edward V.K. Jaycox, "Sub-Saharan Africa: Development Performance and Prospects," *Journal of International Affairs* 46, no. 1 (Summer 1992): 81-95.
Sanghamitra Bandyopadhyay and Elliott Green, "Nation-Building and Conflict in Modern Africa," *World Development* 45 (2013): 108–118.
Excerpt of Kwame Nkrumah, "Neo-Colonialism, the Last Stage of imperialism."
E. K. Francis, "The Ethnic Factor in Nation-Building, Social Forces," Vol. 46, No. 3 (Mar., 1968), pp. 338-346

Documentary:
The Legacy Written Presented by Basil Davidson:
https://www.youtube.com/watch?v=ExwFrDlmKKI&t=1s

Instructor: Professor X
Office: 335 Keith Building
Student Hours: M (and usually W) 3:30 – 4:30
      T (and some R) 1:00 – 2:00
      All Student Hours are held in the Study Abroad area between the library and University
      Building (used to be Java City)
Telephone: 622-1293 Note: I generally will not return phone calls. Feel free to leave me a phone message if you need to give some information, but if you need a response, use email or talk with me in person.
e-mail: Always use your EKU email address when contacting your instructor.

Pre- or Co-requisite: Three hours HIS or department approval

Course Description:

Exploration of the era of the Cold War competition between the United States and the Soviet Union, from a U.S. perspective. Covers economic changes, from semi-Keynesian policies to Supply Side policies, with emphasis on the rise and decline and organized labor. Follows the course of Containment policies in Europe and the Third World, with an emphasis on the conflict in Vietnam. Evaluates the impact of identity politics, especially regarding race, ethnicity, gender, and sexuality, on U.S. culture and society.

Required Texts and Course Materials: (variable)

Hunt, *The World Transformed*
Kushner, *Telex from Cuba* (fiction)
Boyer, *When Time Shall Be No More*

Plus a collection of readings, of the instructor's choosing, to be linked or posted on BlackBoard. The Web contains a tremendous volume of Cold War documents. On Vietnam, see the project of the National Archives. On International Relations, see George Washington University's National Security Archives. On social movements, see The Sixties Project. On economic and labor policy, see http://www.ontheissues.org/default.htm

I have also included on Blackboard HIS 103 textbook chapters relevant to the time period we're covering. You would do well to review those chapters, especially if you haven't taken HIS 103, or haven't taken it recently.

Student Learning Objectives:
This class fulfills upper division requirements for a major or minor in History. It can also satisfy upper-division requirements and elective requirements for any other course of study at EKU.

By the end of the semester, students will be able to:
- evaluate historical arguments from secondary sources
- evaluate Internet sources
- reflect on their experiences and learning
- think critically about crucial themes, trends, and events in Cold War history

Assignments and Grading:

Attendance:
You are all adults and are responsible for your own learning. That means that everybody will show up for class every session. It might also mean that you will miss a session or two. That's okay – I don't need to see any kind of documentation. You will, however, find it very difficult to complete the class content assignments if you are not in class. If you miss more than five sessions, your grade will begin to collapse (I will inform you when that happens). If you have ongoing concerns that affect your attendance, let me know and we'll make the appropriate arrangements.

Class Content assignments
Purpose: to ensure continuous engagement with the course material and topics.
The idea here is for you to take notes in class, take notes on various readings, and do a little ongoing research based on class content. I will provide "lecture" outlines. You will take notes during class and rewrite/reorganize them for the assignment. Add your notes from readings (both primary and secondary sources, whether we discuss them in class or not) and the occasional additional search. Submit entire document on Blackboard. You will do this assignment twice during the semester and for the final "exam." The class contains no other tests. I will post full parameters within the first week or two of the semester.

I will grade class content assignments based on
- writing quality (you do not need to compose full essays – your commentaries can be brief (a few sentences), and you can use bullets where appropriate. But I do want to see correct grammar and sentence structure, and perhaps a certain confidence in your prose.).
- understanding of course material (lectures and readings), in your own arrangement and organization
- depth of commentary: ask questions, make comparisons, challenge assumptions, take ideas in new directions. If you ask a question, suggest ways one might answer them.
- depth and variety of research

Book discussions:
Several class periods are set aside for discussion of the required readings (dates to be determined). You will also use assigned books in your projects. Your grade will improve if you demonstrate that you read and thought about the assigned books (you can also visit me in office hours and talk about those books). Failure to attend discussion days will cast a downward pall upon your grade.

Project:

The research project will consist of a 1,200-word paper based on online and archival research, plus a bit of outside reading. Presumably, your topic will expand on something you're working on in the class content assignments. You will also **collect images along the way** pertaining to your topic. Your task then will be to create captions (200 words or so each) of the images and post them onto a [class website, as you see here](#). Alternatively, one or two of you might make a research poster of your topic, suitable for hanging on the walls on the third floor of the Keith Building. I've tried to do this kind of assignment for a few years now, with a bit of success. This semester will be another smash hit. The project is due the week after fall break. More details as we go on.

Academic Integrity: In this link, find [EKU standards for Accessibility, Academic Integrity, Discrimination/Harassment, and Student Rights under Title IX.](#) You can also find the link in Course Information.

Specific to HIS 413: all work, including research and writing, must be your own and original to this class. Any cheating (especially plagiarism or **ANY use of AI services**) will result in immediate failure for the course and further disciplinary action as appropriate.

Course outline
Consult the [EKU Fall Semester Calendar](#) for important dates
Course content is subject to change!!

Week 1 (Aug 14-18): Course Introduction
     Victory Party, 1945

Week 2 (Aug 21-25): Tensions in a postwar economy
     Strikes at home; CIO Southern Strategy
     Rebuilding Europe and Japan

Week 3 (Aug 28-Sept 1): Origins of the Cold War
     Atomic Diplomacy; Berlin; Greece

Week 4 (Sept 4-8): Celebratory Americanism
     From HUAC to McCarthy
     Korean Conflict
     Monday, Sept 4: No class (Labor Day)

Week 5 (Sept 11-15): Cold War culture to 1960
     Television and movies; Civil Rights part I
     Class discussion(s) of Telex from Cuba.

Week 6 (Sept 18-22): Modernizing landscapes
     Urban migration and expansion; White Flight
     Corporate agriculture; pesticides

Week 7 (Sept 25-29): Containment through the early 1960s
     European stalemate

CIA and the 3rd Word: Iran, Guatemala, Zaire, Cuba, *ad infinitum*
First class-content Assignment due, Monday, Sept 25

Week 8 (Oct 2-6): Optimism Unleashed: New Frontier
    Civil Rights part II
    Affluence and Poverty
    Midterm Grades posted 11:59 pm, Monday, Oct 2

Week 9 (Oct 9-13): Breaking the consensus, to 1968
    War on Poverty; Space Race
    Escalation in Vietnam
    Monday, October 9: No class (fall break)

Week 10 (Oct 16-20): "Days of Hope, Days of Rage"
    Radicals and revolutionaries; counterculture
    Nixon, Wallace, and the Silent Majority
    Research Project due by end of week

Week 11 (Oct 23-27): Eclipse of the American Century?
    Watergate; unions and organized crime
    OPEC and Toyota; "malaise"
    Loss in Vietnam, 1973-1975

Week 12 (Oct 30-Nov 3): Renewing the Cold War, post-détente
    CIA in the Third World: Indonesia, Chile, Pakistan . . .
    Revolutions in Latin America: Sandinistas
    Iran and Afghanistan, 1979
    Second class-content Assignment due, Monday, October 30

Week 13 (Nov 6-10): Conservative resurgence
    Ronald Reagan and Supply-side economics
    Business narcissism: speculators' holiday

Week 14 (Nov 13-17): Culture and society in the 1980s
    Race, identity politics, feminism, sexuality – backlash?
    Cultures of affluence and poverty
    Class discussion(s) of When Time Shall Be No More

Week 15 (Nov 20): End of the Cold War
    Militarism, Reagan/Thatcher style
    Latin American convulsions
    Soviet collapse in Europe
    No class Nov 22-24 (Thanksgiving break)

Final Exam: Wednesday, November 29, 3:30-5:30. According to EKU regulations, we must meet as a class during that time. The "exam" itself is another class-content assignment.

Syllabus
History 435, CRN 23850
The Modern Civil Rights Movement
Spring 2024

Instructor information

Professor X
email: professor.x@eku.edu
Office: Keith 307
office phone: 2-1374
office hours: T/TH, 8:00-9:00; 12:30-1:45; other times by appointment
email:

Course Content and Objectives

This course will broadly examine African Americans' long struggle for full human rights. As a result of taking the course, students can expect to:

- Learn factual information about the civil rights movement
- Become familiar with key historical texts relating to the civil rights movement
- Gain skills in analyzing historical texts
- Understand the role of interpretation in presenting stories about the past
- Analyze historical memory about the civil rights movement

Required Texts

- McGuire, Danielle. *At the Dark End of the Street*
- Theoharis, Jeanne. *A More Beautiful and Terrible History*
- Other documents as chosen by the instructor—available online or as handouts in class.

Assignments and Grading

Grading

This course is "self-graded." I will not attach a number or letter grade to anything you do or work you submit. Will offer qualitative feedback, but no number or letter grades. At the end of the semester, you will evaluate your learning and recommend a grade.

This class has no exams. All required items (both in-class activities and the three submitted written pieces) are activities designed to help you learn. You will do these activities so that you can learn more, *not* so that I can evaluate you. At the end of the semester, you will evaluate yourself and recommend a grade. You will have an opportunity to support your rationale for the grade you believe reflects your engagement and your actual learning in this class. If there is a discrepancy between the grade you recommend and the one I have in mind, we'll have a conversation.

Why "self-grading"? I want to raise your curiosity and help you become a mature thinker. While I do want you to acquire some historical information, my goals extend far beyond your amassing a collection of facts. Research indicates that exams and grades often work against these goals.

Moreover, grades tend to reward students with certain learning styles and personalities. They often penalize introverted students or those with a-typical learning styles. Grades can increase the kind of anxiety that

sabotages learning. Furthermore, they often create a punitive (punishment) model for learning. Grades are not shown to have any positive effect on learning. However, they can work as a "sorting" mechanism to put students in certain damaging and stigmatizing categories. Why would I want to brand you and undermine your learning in these ways?

History—learning about the past—is fun. We will have a high-level stimulating experience if we all approach the course with that frame of mind. Dropping "grading" means we can focus on learning, expand our mental worlds, and further our growth. Those are the reasons I show up every day, and I hope you'll adopt this attitude as well.

More about learning:
Learning is not a passive act; you *do not receive* knowledge, information, and understanding—you create it for yourself. Since it is really mostly up to you, my job is to create the best learning environment possible and to invite you to the most sumptuous intellectual feast I can create.

The key to learning is to be fully engaged. Engagement means that you are fully present and fully participating. It means you take responsibility for your own learning. An engaged student asks questions, takes notes, completes necessary reading, completes activities thoroughly, and participates meaningfully in small-groups and discussions.

Engagement is *the* most significant factor in your learning. You demonstrate that you are here to learn—you are engaged--by:
- Class attendance
- Attention during class—you are with me (not on your cell phone). You are taking notes when appropriate, responding to questions, etc. Your body posture and the fact that you have a notebook and a pen at the ready, all indicate your engagement to a degree.
- Active and full participation in small-group exercises.
- Preparedness for class (you have done the readings, when applicable)
- Completion of quizzes (all quizzes are offered for review/enforcing of the material. They are not "calculated" in a grade or offered for "assessment.")
- Full and meaningful participation in the discussion of the books we'll read this semester.
- Conscientious completion of one paper on one of the assigned books. (Including the self-evaluation rubric!)
- Conscientious completion of two learning reflections (one at the end of each unit).

If you fully engage in all the ways described above, you can expect an "A" or a "B" in the course. If you don't come to class, or come to class but do not engage, and don't do the necessary reading, you can expect less than an "B."

If "self-grading" makes you uncomfortable, please see me.

Following are the ways you will help yourself learn this semester (all of the following are required, and you cannot pass the class without doing all of these activities.)

Small Groups. Much of your learning in this class will happen in small groups that will be assigned early in the semester. Each member of the group has a specific role to play. These roles will rotate among the group over the course of the semester. The membership of the group will remain stable over the course of the semester, unless I find that a group is not working well. If you encounter problems in your group, I want/need to know about it. Often, these problems can be fixed by small changes.

Books and other readings. You will read two books for this class (none of them is a textbook—yay!) And you will have a few other assigned readings to complete outside of class. You will not be tested on these readings, but you will be asked to come to class prepared to discuss them (specific dates for those discussions listed below). Your participation in these discussions will demonstrate your engagement. Naturally, being prepared and discussing these texts begins with reading them.

Learning Reflections (2). At the midpoint in the semester and then again at the end, I will ask you to think about and assess your learning in this course in a Learning Reflection. In the Learning Reflection, I will ask a series of questions about your level of engagement, completion of assignments, and other aspects of your learning in the course. In the second Reflection (due during finals week), you will recommend and justify a letter grade for your work in the course.

Civil Rights in American Memory Project. As a final assignment this semester, you will write a 3-5 page paper that analyzes some representation of the civil rights movement in light of what you have learned in this class. A handout will detail more information about this assignment.

Course policies

Other course policies

Electronic devices in class. If you are texting in class, you are not engaged. I just might call attention to your texting if you insist on doing it. The best policy is to put cell phones, laptops, and Ipads out of sight during class. If you have a special need to use a laptop or Ipad in class, please discuss this with me. If personal circumstances dictate that you might get an important text while class is in session, please let me know.

Attendance Policy. You can't learn if you are not here—there is really no way to reproduce or capture the experience we have in class. Every time you miss class, you forgo an important learning experience. I do not have pre-determined numbers of absences that will reduce your grade, but please understand that simply being present in class matters a great deal.

Per EKU policy 4.1.6R, "excusable reasons for absence from class may include illness; serious emergencies; special curricular requirements (e.g., field trips and professional conferences); military obligation; inclement weather conditions; religious holidays; court-imposed legal obligations; approved accommodations by the Office of Services for Individuals with Disabilities; medically necessary absences due to pregnancy or childbirth; and participation in official university-sponsored activities." The burden of proof for all excused absences rests on the student and he/she will need to provide proper documentation for such an absence.

Late arrival. Consistent lateness communicates disrespect for everything we do. In the first few minutes of class, I often make important announcements and set up activities. You do not want to miss any of this.

Drop Policy. According to the official EKU academic calendar, the last day to withdraw from this class without anything appearing on the university transcript and with a full tuition refund is January 21. The last day to withdraw without a withdrawal fee is March 11. The last day to withdraw without an academic penalty is April 7.

Midterm Grades. Midterm Grades will be submitted by noon March 4.

Mental/Physical Wellness Resources. Eastern Kentucky University is committed to the wellbeing of all students. Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:

EKU Counseling Center After Hours Urgent support line: (859) 622-1303

National Suicide Hotline:	(800) 273-8255 or dial 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	(859) 622-1761
EKU Psychology Clinic:	(859) 622 2356
EKU Counseling Center:	(859) 622-1303
EKU Women's Health Clinic:	(859) 622-1761

Student Progress
Students will receive written feedback concerning their progress in this course prior to midterm via written comments on papers and quizzes.

Official EKU Email. An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Accessibility Accommodation Statement. Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA), should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy.

Students who need an accommodation for a documented medical, mental health, or learning difference, may register online at accessibility.eku.edu/applying-services, or if you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933.

The Americans with Disabilities Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Equity and Inclusion, (859) 622-8020 john.dixon@eku.edu.
Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement. Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at the policy website. Questions regarding the policy may be directed to the Office of Academic Integrity.
For current University policies and regulations, please go to EKU's Policy Website.

Non-Discrimination and Harassment, Title IX, and Prevention Statement.
EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. The university supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu/.

EKU's commitment also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you would like to obtain confidential help from someone who does not have to report the information, please go to http://titleix.eku.edu/resources for resources. The Non-Discrimination and Harassment policy is available here and questions regarding the policy may be directed to the Director of the Office of Equity and Inclusion & Title IX Coordinator.

Course Schedule

Please read the assigned readings before coming to class that day. Please bring books to class on the days readings from them are assigned.

Jan. 16   Course introduction

Feb. 13   Read: David Goldfield, "Border Men: Truman, Eisenhower, Johnson, and Civil Rights," *Journal of Southern History* 80 (February 2014)
Thomas "Tim" Borstelmann, *The Cold War and the Color Line*; excerpt.
(Available as a pdf on class Blackboard site.)

Feb. 20   Read: McGuire, 1-83
Feb. 27   Read: McGuire, 84-159

Mar. 1   Learning Reflection #1 due online at midnight

Mar. 5   Read: McGuire, 160-245
Mar. 7   Read: McGuire, 246-end

Mar. 11-15   Spring Break; University Closed

Mar. 19   Read: Theoharis, 3-61
Mar. 26   Read: Theoharis, 62-122

April 4   Read: Theoharis, 123-211

April 18   Read: Ta-Nehisi Coates, *The Black Family in the Age of Incarceration*
https://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/

May 6-10   **Finals week.** There is no final exam in this class. Your final learning reflection and your Civil Rights in American Memory paper will be due this week, dates discussed in class.

Eastern Kentucky University
College of Justice and Safety
School of Safety, Security, and Emergency Management
HLS 101: Introduction to Homeland Security
HLS 101: CRN 10733 – FALL 2023

Instructor's Name: Dr. Bill Sullivan
Office: Stratton Bldg., Room 287
Office Phone: (859) 622-1141
E-Mail: Bill.Sullivan@eku.edu
Office Hours: Tuesdays: 10:45-11:45 AM / 3:15- 4:15 PM
Office Hours: Thursdays: 10:45-11:45 AM / 3:15- 4:15 PM
                    Others by Appointment
Class Meeting Location: **Stratton Bldg., Room 202** (Blackboard: http://learn.eku.edu/)
Class Meeting Days: Tuesday/Thursday
Class Meeting Time: 9:30 AM – 10:45 AM
Term Duration: 8/14/2023 to 12/02/2023

COURSE DESCRIPTION:

Principles and practices associated with the emerging discipline of homeland security. Policies, directives, national plans, and legislation that shape and define the ongoing evolution of homeland security. Key issues including civil liberties and diversity. Relationship to public safety, private security, and national security.

The course will also supplement required EKU orientation courses (e.g., JSO 100, GSD 101, etc.) by emphasizing study, research, analysis, and writing skills, which will greatly improve the collegiate success of students. Areas that will also be instructed and evaluated include: 1) critical and creative thinking skills, 2) professional writing skill, 3) information literacy skills, and 4) use of the American Psychological Association (APA) 7th Edition formatting and style.

STUDENT LEARNING OUTCOMES AND SCOPE:

Through readings, critical thinking assignments and presentations, in-class discussions and exercises, and examinations, students will be able to:

1. **Describe** the history, role, and purpose of homeland security *(Remembering & Understanding)*.
2. **Identify** and **analyze** the challenges associated with the prevention of terrorism in the United States *(Understanding & Analyzing)*.
3. **Identify** and **analyze** the challenges and associated strategies regarding border security and immigration control in the United States *(Understanding & Analyzing)*.
4. **Interpret** and **analyze** how federal homeland security policies and guidelines are implemented at the state and local levels *(Applying & Analyzing)*.
5. **Define** cyberterrorism and **analyze** its potential impact for U.S. citizens *(Understanding & Analyzing)*.
6. **Describe** the role of government and local emergency services in homeland security and **compare** and **contrast** the implementation of homeland security among various stakeholders *(Understanding & Analyzing)*.
7. **Complete** homeland security-related discussions and assignments using critical thinking and APA writing skills *(Applying)*.

Additionally, each chapter in the course textbook provides learning objectives that expand on those above. This course is taught through the School of Safety, Security, and Emergency Management and as part of the Homeland Security Program. Contemporary approaches to homeland security rely on an all-hazards approach involving the following five mission areas: Prevention, Protection, Mitigation, Response, and Recovery. Partly due to the significance of the September 11, 2001, terrorist attacks in the establishment of the U.S. Department

of Homeland Security (DHS), there is a greater concentration on terrorism and other adversarial/human-caused threats/hazards in this introductory course than other threat/hazard types.

Also, the textbook authors and national leaders are primarily concerned with incidents of national significance, such as those scenarios listed in the Strategic National Risk Assessment (i.e., a large-scale earthquake, a weapon of mass destruction [WMD] attack), as well as the views and actions of public-sector institutions. However, students will be required to analyze course concepts at both the national and local scales, investigating meanings and relationships to public safety and private security, as well as more routine emergencies that are responded to by fire and police departments, and ambulance service operators on a daily basis.

The central question for this course is: ***What topics and issues are important in developing an understanding of homeland security?***

Fundamental and powerful concepts for this course include the following: Homeland Security; Laws and Authorities; Mission Areas (Prevention, Protection, Mitigation, Response, and Recovery); Terrorism; Interagency Cooperation; Information Sharing; Intelligence; All Hazards; Critical Infrastructure; and Emergency Management.

STATEMENT ON APPROACH:

The School of Safety, Security, and Emergency Management leverages the *active learning approach* in courses. This course follows this learning approach that:

- Requires that students become active participants in their learning;
- Maximizes in-class activities where students engage the weekly material in a cooperative learning environment; and
- Requires that students apply course concepts in critical thinking and communication assignments.

In addition, it is an EKU goal to develop informed, critical, and creative thinkers who communicate effectively. All writing assignments in this course will be conducted using the elements and standards of critical and creative thinking. An overview of the critical and creating thinking framework may be found under the Writing Guidelines & Grading Rubric folder.

COURSE TEXT BOOK: Introduction to Homeland Security, Principles of All Hazards Risk Management, 6th Edition
Authors: Bullock, J., Haddow, G. & Coppola, D.
Publisher: Butterworth – Heinemann
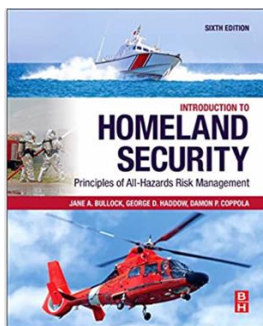
ISBN-13: 978-0128171370
ISBN-10: 0128171375

SUPPLEMENTAL READINGS:

The instructor reserves the right to require reading of supplemental materials throughout the semester. These materials will help the student obtain a greater understanding of the course concepts. Readings from these supplemental materials will be made available on Blackboard.

In addition, each student should be familiar with the ***Publication Manual of the American Psychological Association, 7th Edition*.** This manual is published by the American Psychological Association (APA). Additional information regarding to sources for the 7th edition APA can be found in the **Writing Style and Research Section** found below.

COURSE SYLLABUS/GUIDANCE:

Students are encouraged to keep a hard copy of the course syllabus/guidance and the course schedule in their course notes. The course syllabus/guidance explains course guidelines and methodology, assignments, and the grading criteria; additionally, the Course Schedule is a good approximation of the week-by-week teaching schedule identifying many of the topics anticipated as well as the assigned readings and activities. The instructor reserves the right to modify the guidelines, as needed.

COURSE ATTENDENCE AND STUDENT ENGAGEMENT:

Please note that course faculty are required to drop students from any course due to non-attendance of the first day of the class unless the student made prior arrangements with the course faculty for missing the class. Refer to the EKU First Day of Class Attendance Policy for additional information.

Students are expected to attend class and to actively participate in all aspects of the learning process including review all course information (readings, power-points, lectures, and other source information) and complete this review in a timely manner and in coordination with the schedule. This includes class discussions (in class and virtual), written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. Therefore, **students are subject to fail the course for excessive unexcused absences (seven)**. Students will also be subject to the loss of ten (10) participation points for each unexcused absence (exceeding two). Students are responsible for engaging in the readings, review of power-points and on-line presentations, submission of required work on or prior to the deadline, and actively participating in all other areas of the course.

COURSE METHODOLOGY AND REQUIREMENTS:

This classroom-based course will utilize various methodologies and strategies to help students develop a comprehensive understanding of the course material. Students will utilize critical thinking skills in-group activities and during in-class discussions, and as part of applied learning in written assignments. Student presentations may also be utilized**. Active Student Participation in Courses is required, and students will be called on during course lectures.** The course will be facilitated by the Blackboard course management system at http://www.learn.eku.edu. Students who are not familiar with Blackboard should complete the Blackboard tutorials. Technical problems with Blackboard should be addressed to the EKU IT Support Help Desk at 859-622-3000 or http://www.it.eku.edu/helpdesk/default.php.

The course syllabus and other pertinent course documents will be uploaded to the course within Blackboard. Unless otherwise noted in class, all assignments should be turned in via the Blackboard system with grades being posted to the Blackboard Grade Center. Students are expected to maintain engagement in the course regularly, participate actively in class discussions, and complete readings as assigned. In addition, each student is required to complete the following deliverables:
1. **Self-introduction:** Each student is required to post a brief self-introduction via blackboard during the first week of class. The response is worth 10 points.
2. **Mini Student Presentation / Current Event:** Each student will engage in a short presentation on a

pre-approved HLS topic of interest. Students have the option of partnering with another class member if preferred. The presentation is worth 50 points.

3. **Midterm and Final Examinations:** There will be a midterm exam, and a final examination in HLS 101. The examinations may consist of a mix of true-false, multiple choice, fill-in-the-blank, and short-answer questions. The two examinations are worth 100 points each for a total of 200 points.

4. **Knowledge Checks (Reading Assessments):** Students will be required to complete a minimum of eight (8) knowledge checks worth 30 points each (240 points total). These assessments will be available in class or as advised by the instructor. **Students cannot make up the Reading Assessments unless they provide prior notification of their intended absence (for justifiable circumstances) via EKU email to the professor prior to the beginning of the class period missed and this absence is approved by the instructor OR other documentation is presented (Such as a Doctors Excuse stating that engaging in work/school is prohibited) etc.**

5. **Critical Thinking Assignments:** Students will complete two (2) critical thinking assignments in the course worth a total of 200 points addressing a homeland security topical area provided or approved by the instructor. Detailed instructions for each assignment can be found in the Course Documents folder on Blackboard. The two (2) assignments will address various topics during the course and will be worth 100 points each. This includes 100 points for assignment (#1) and 100 points for assignment (#2). Assignment (#2) is a group research project and presentation.

It is the responsibility of each student to ensure that assignments submitted via blackboard are successfully saved in the blackboard system and that these submissions can be accessed and are in proper format, etc. Use a word document format and submit all work via Blackboard. It is additionally the student's responsibility to regularly monitor grade submissions ensuring that scores have been recorded for work submitted. Typically, submissions will be graded within two weeks of the assignment due date.

GRADING:

Evaluation Activity:	Calculation:	Total Points:
Self-Introduction	1 @ 10 Points	10 Points
Mini Student Presentations	1 @ 50 Points	50 Points
Critical Thinking Assignments	Assignment #1: 100 Points Assignment #2: 100 Points	200 Points
Midterm and Final Examinations	2 @ 100 Points Each	200 Points
Knowledge Checks (Reading Assessments)	8 Knowledge Checks @ 30 Points Each	240 Points
Class Participation	50 Points	50 Points
Peer Evaluations	1 @ 50 Points	50 Points
TOTAL		**800 Points**

Student scores in HLS 101 will be translated into course grades as follows:

Points Earned:	Corresponding Letter Grade:	Percentage:
720 – 800	A	90 - 100 %
640 – 719	B	80 - 89 %
560 – 639	C	70 - 79 %
480 – 559	D	60 - 69 %
0 – 479	F	0 - 59 %

The Instructor Reserves the Right to Make Changes to the Course Curriculum During the Semester as they deem Necessary The Additional Inclusion or Exclusion of Exams or Other Assignments During the Semester Result in Point Totals Differing from Those Provided Above.

EKU will develop informed, critical and creative thinkers who communicate effectively!

WRITING STYLE & RESEARCH

Students are required to utilize the *American Psychological Association (APA) Publication Manual, 7th Edition*, for all written assignments (unless otherwise noted by the Professor). In addition to the manual, APA formatting and style guidelines may be found on the following web sites: https://owl.excelsior.edu/citation-and-documentation/apa-style/ and https://libguides.eku.edu/apastyleguide. Unless otherwise noted in assignment guidelines follow the APA 7th Student Paper formatting and style guidelines for writing and research assignments.
Assignments that are required to be in APA format which are not submitted in proper APA format including the extensive use of intext citations and credible references will not be accepted or graded.

Research for assignments may be obtained from the EKU Libraries' Homeland Security LibGuide at https://libguides.eku.edu/homelandsecurity or other reputable sources. Students having problems with finding material for their writing assignments should consult with the instructor and/or Ms. Heather Beirne, Homeland Security Reference Librarian (Heather.Beirne@eku.edu). Both the EKU Libraries and the Noel Studio for Academic Creativity offer assistance conducting research and assessing information; see the following site: https://studio.eku.edu/research-and-information-fluency. Note that the Noel Studio offers individualized tutoring. Take advantage of these resources!

The instructor will provide constructive feedback on assignment writing and research in addition to the other grading criteria. Please review this feedback and take actions in future assignments to improve. As with critical reading and thinking, writing and research are important professional skills!

SENSITIVE COURSE MATERIALS

Students should be aware that this course **may contain sensitive material** concerning natural and man-made disasters, violence, violations of civil liberties, or other situations some students may find disturbing. Students who feel uncomfortable about reading and discussing such sensitive topics should contact the instructor.

Material covered in this course often encourages debates among students. You can be assured that not everyone in the course will have the same opinion about ideas presented in class. Such differences in opinion are healthy and there will be times when debate about particular ideas is encouraged. To make sure such debates contribute to learning and a healthy classroom environment, students are expected to respect the right of others in the course to have opinions that are different from their own.

LATE SUBMISSION OF ASSIGNMENTS:

All assignments will be due on the date/time provided in the Course Schedule and/or advised by the instructor. There is no requirement for professors to accept late assignments; however, if accepted, these submissions will incur a substantial penalty. **Assignments submitted one day late will lose 10% of the total possible score; two days late 20%; three days late 30%, etc**. Advance notice by the student to the instructor via email of upcoming late submittals WITH ACCEPTABLE EXCUSES **may** facilitate a possible waiver of the late submission deductions.
It is the responsibility of each student to ensure that assignments submitted via blackboard are successfully submitted and saved in the system in a proper format for review by the instructor.

SUBMISSION OF INCOMPLETE ASSIGNMENTS:

Assignments that have a minimum page length, set number of responses, or steps required from students must be met or surpassed. **Students who fall short of this requirement will be assessed a loss in points equal to the work that is missing**. For example, if an assignment worth 100 points requires a minimum of 5 pages of written text and a student submits 4 pages of written text, an automatic 20 point deduction (equal to the percentage of work that short) will be assessed in addition to other deductions for additional shortcomings.

Deductions will also be assessed for failure to include cover pages, an abstract page, reference page, in-text citations, etc. Note that the failure to provide intext citations throughout your submission technically makes your work plagiarism and therefore an excessive lack of intext citations will result in a score of zero on that assignment. **Do not assume that submitting work that only reaches the minimum requirements entitles you to an A. With minimal work, expect minimal reward.**

STUDENT PROGRESS:

Grades for each assignment will be posted in the Blackboard "My Grades" section. Students may calculate their current grade in the course using the Grade Center information and the above grade scale. **DO NOT depend on the percentage calculation on Blackboard** as an accurate indication of your current grade. Feedback will be provided on assignments throughout the semester and additional information and/or clarification will be provided to students on an individual basis through scheduled meetings with the instructor or graduate assistant. Students need to check their submissions after uploading them to blackboard to ensure they were properly saved in the system. If there is not a grade posted on blackboard and a reasonable period has passed (Two weeks or More) since the submission deadline, students may assume that the professor has not received the submission and contact them via email. **It is the student's responsibility to monitor Blackboard and ensure that submissions have been successfully saved in a legible format. Blackboard, like any system can and does fail and assignments, grades, and instructor feedback have been lost by the system on numerous occasions.** Ensure that you retain electronic copies of all work completed and retain them for future reference.

**Major research papers and other assignments should be retained for further use in student portfolios etc. that will be required in the future. **

ANTICIPATED INSTRUCTOR RESPONSE TIMES:

E-Mail: The instructor will attempt respond to EKU e-mail correspondence by the next date during the school week, Monday through Friday. The instructor reserves the right for a longer response time if the e-mail is sent on Friday afternoon, on a holiday break, or over the weekend. If you have not received a response from the instructor after several days, please email the instructor again or contact them in class.

All electronic correspondence MUST BE VIA EKU EMAIL and INCLUDE Course Information (HLS 101) the (student's name) and (subject matter).EXAMPLE (**HLS 101 / Joe Student / Writing Assignment 1**)**** Professors have multiple courses each semester and typically over 150 students making it difficult to identify the proper course associated with the student. **(DO NOT USE the messenger app on blackboard to contact instructors)**

An official EKU e-mail account is established for each registered student, each faculty member, and each staff member. **All university communications from students must be sent and received via EKU e-mail accounts. Students are expected to check their EKU email daily and individual Course Announcements on blackboard daily for correspondence regarding the class**.

Grading / Feedback: It is anticipated that timely feedback will be given during this course. While the subject matter and complexity of the assignments will dictate the response time for grading and feedback, it is the goal of the instructor to provide grades and feedback within two weeks of the assignment's due date. General and limited feedback will be provided via blackboard, noted on returned assignments, during class, and/or by email. Students who desire additional feedback or assistance are encouraged to schedule a meeting with the professor. If more than two weeks have elapsed past the due date and your assignment has not been graded feel free to contact the professor after class or via EKU email concerning an anticipated grading date.

It is the student's responsibility to ensure that submissions have been successfully saved in blackboard using a Microsoft Word format and grades have been entered, thus reflecting the professor's receipt of the assignment. Blackboard is known to be problematic making it imperative that students verify that submissions have been saved and remain in a legible format.

EKU will develop informed, critical and creative thinkers who communicate effectively!

PROFESSIONALISM & NETIQUETTE

Note that EKU's Homeland Security Program is a community of shared academic values, foremost of which is a strong commitment to intellectual honesty, honorable conduct, and respect for others. Practicing professional conduct in the classroom (physical or virtual) will help prepare you for success in the workplace and become future leaders; to this end, please review the following: Homeland Security Professionalism.

Furthermore, material covered in this course often encourages discussion, debate, and questioning among students, which contributes to critical thinking and learning. When engaging in discussion, please respect the right of others in the course who may have opposing views; showing empathy and having open-mindedness are attributes of both critical thinkers and leaders. Some classes rely on staged debates in which you may be provided a position to defend. Otherwise, consider practicing *inquiry conversation* with your peers, which means discussing to discover and not persuade. This is not the forum to try to prove you are "right"; rather, remain open to alternatives and criticism. The same etiquette applies for how well you interact with others in online courses or using online platforms. Exercising *netiquette* (or network etiquette) refers to the proper way to communicate and interact with others on the Internet. Communication over electronic means (such as Blackboard discussion boards) can easily be misconstrued by tone or when using jargon or slang. Likewise, avoid using expletives. In EKU courses, assume that all opinions and correspondence are personal expressions of the author alone and not those of professional organizations. Last, use common sense and employ the following golden rule: *treat others as you would like to be treated.* Note that instructors have a responsibility to identify and address behavior that is deemed as disrespectful, unprofessional, and/or disruptive. Please review the following information: Student Conduct at EKU.

USE OF ARTIVICIAL INTELLIGENCE (AI)-BASED TOOLS IN THE CLASSROOM

Be cautious if considering the use of AI-based tools, which are also referred to as foundation models and bots, among other names. ChatGPT is an example of an AI-based tool. **First** cautionary note: The text generated by these programs may be inaccurate and incomplete. It is derived from previously created texts from other sources that the models were trained on. As such, likely errors may exist in those sources. **Second** cautionary note: These tools may be violating copyright or intellectual property laws, putting you at risk as well. **Third** cautionary note: Aside from the technical and legal issues, consider also what you are sacrificing yourself when using these tools; they may stifle your own critical thinking and creativity–important employability skills! In some instances, it might be acceptable to use AI-based tools for generating ideas and brainstorming. **Fourth** cautionary note: **All work you submit must be your own.** As such, any ideas or content that is not written by you must be cited properly using quotation marks and in-text citations, as well as a properly formatted reference. Simply changing, removing, or adding to some of the language does not make it your work. As noted below in academic integrity, not citing your source information will constitute an academic integrity violation and result in a zero on the assignment submitted. A second occurrence will result in a failure in the course.

If you are unsure where the line is between collaborating with AI and copying from AI, we recommend following these simple tips:

- Never copy text from your conversation with an AI-based tool. Use what you learn from the interaction to search for credible information sources on those ideas.
- Avoid having your assignment and the AI-based tool open on your device at the same time. Doing so will force you to think about what you learn from the tool and to search for the original sources yourself.
- Be transparent in how you used the AI-based tool, including what work is not your original contribution and keep your inclusion of AI and quoted material to a minimum. If you are uncertain if a citation is necessary, it is always better to cite the tool. Refer to the APA style guidelines for guidance on formatting your citations.

HLS ACADEMIC INTEGRITY

Doing your own work and not compromising your integrity in this class and others at EKU is very important. Employers look for individuals with strong professional ethics, so always exercise integrity and maintain your character! Instructors are here to support your learning, so please do not hesitate to contact them with questions or for assistance. Note that the Homeland Security Program course instructors generally follow these steps when they determine that an incident constitutes an academic integrity violation:

Students are advised that EKU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

- *Students are not allowed to use research papers from previous courses without instructor permission.*
- *Students are responsible for understanding the content of the EKU Academic Integrity Policy, including understanding the definitions for cheating and plagiarism. Not understanding the EKU Academic Integrity Policy cannot be used as a defense if the student is found in violation.*
- *The consequences for a violation of the EKU Academic Integrity Policy in this course may result in a failing grade in the course which may lead to suspension or expulsion from the university if the student is a repeat offender.*

First violation at EKU: The instructor will record zero points on the assignment and file a formal report on the incident to the EKU Office of Student Conduct and Community Standards. The instructor may require additional activities as part of formal sanctions.

Second violation at EKU: The instructor will assign the student an "F" letter grade in the class and report the incident to the EKU Office of Student Conduct and Community Standards.

INCLUSIVE EXCELLENCE STATEMENT

EKU is deeply committed to enriching diversity, equity, and inclusion through on-going efforts to cultivate a sense of belonging for all members of the EKU community. At EKU, diversity, equity, and inclusion are more than meeting a numerical goal, and is fundamental to our mission as a school of opportunity. We strive to provide an inclusive academic curriculum, promote equity and access in recruitment and retention, and develop meaningful partnerships with our diverse region. As an institution we are committed to engaging in ongoing dialogues to thoughtfully respond to the changing realities of our increasingly more diverse and global world.

For the most updated information on accessibility accommodation, academic integrity, and discrimination and harassment, Title IX, and prevention, please refer to EKU Policy (See link Below)

https://academicaffairs.eku.edu/syllabi

TECHNICAL SUPPORT
To perform in the online learning environment, students should have an adequate working knowledge of Blackboard and personal computers. If you encounter any Blackboard or **other technical problems, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in BlackBoard.**

REQUIRED SOFTWARE
All students should have a working PC or Mac with either the Google Chrome or Mozilla Firefox browser installed. Course materials are typically posted in .docx or .pdf formats.

- Adobe Reader
- Microsoft Office 365
- Google Chrome and/or Mozilla Firefox

All EKU students have access to Microsoft Office 365 for free. Accessibility and privacy policies for all technologies used within the course can be found on the Student Support Services page.

In addition to the PC or Mac itself, students in this course should have a working webcam and microphone. Often these are embedded in the computer itself; if not, consider purchasing these as accessories that may be connected via USB cable to the computer. Note that many webcams come with embedded microphones.

INTERNET REQUIREMENTS
A minimum download speed of 1.5 Mbps is recommended for taking online courses. This speed is common for DSL and satellite connections. Faster connections, such as fiber or cable will enhance your online experience. Wi-Fi connections are typically fine, but if you experience issues with video buffering or connection drop-out, we recommend a wired Ethernet connection.

TUTORING/SERVICES
There are two outstanding options for additional assistance in this course, 1) Noel Studio and 2) Student Success Center (EKU Gurus):
Noel Studio for Academic Creativity
The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you to provide objective, productive feedback on a variety of communication products, including presentations, essays, research posters, visual aids, and more. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at http://www.studio.eku.edu/ or call 859-622-7330.
Student Success Center
The Student Success Center provides free assistance for all EKU students. If you cannot visit the Student Success Center, located in Crabbe Library on the Richmond campus, you can contact them for online tutoring from an EKU Guru in over 100 subjects, mentoring, and with any questions related to your college experience. Email successcenter@eku.edu with questions or a tutoring request

EKU Student Services
Counseling Center
Office of the Registrar
Scholarships at EKU
Career Services
Office of Student Life

WITHDRAWAL DATES
Any students wishing to learn more about withdrawing from a class or the university should visit the EKU Registrar's Withdrawal Information page. Specific deadline dates for add/drop, and refunds can be found on the Colonel's Compass Deadlines page.

CONDUCT POLICY:

Disrespectful, unprofessional, and/or disruptive conduct is not permissible in the classroom or on Blackboard.

Material covered in this course often encourages debates among students. You can be assured that not everyone in the course will have the same opinion about ideas presented in class. Such differences in opinion are healthy and there will be times when debate about particular ideas is encouraged. To make sure such debates contribute to learning and a healthy classroom environment, students are expected to respect the right

of others in the course that have perspectives that are different from their own. There is a twenty-dollar bill taped on my office door behind my posted course schedule and office hours. If you read this first and retrieve the money it is yours.

TECHNOLOGY USE: The absence of unnecessary distractions and interruptions is essential for an effective learning environment. **Students may not use electronic devices during class without the prior permission of the instructor.** Electronic devices include cell phones and smartphones, computers (e.g., laptops, tablets, notebooks, handheld devices), digital audio and video players, and analog and digital audio and video recording devices. Consequently, students should make sure that *cell phones or other electronic devices are turned off and put away during class*. Texting, answering calls in class, or leaving the class to make or receive calls is prohibited except in the case of emergencies. In cases when permission has been granted by the instructor for the use of an electronic device in the classroom, the student shall employ such device solely in a manner appropriate to the course work avoiding distractions or interruptions to fellow students.

A student violating the instructor's classroom policies on conduct, including the use of electronic devices in the classroom, as well as the student code of conduct (see http://www.studentrights.eku.edu/student-code-conduct) shall be subject to loss of participation points in the class and/or subject to disciplinary action according to the *EKU Handbook for Students* and the Faculty Guidelines for Dealing with Disruptive Student Behavior in Academic Settings (see www.faculty911.eku.edu). EKU's Homeland Security Program is a community of shared academic values, foremost of which is a strong commitment to intellectual honesty, honorable conduct, and respect for others.

Please refer to this link for the official EKU Statements on Accessibility Accommodation, Academic Integrity, and Discrimination & Harassment: https://academicaffairs.eku.edu/syllabi
Mental/Physical Wellness Resources: Eastern Kentucky University is committed to the wellbeing of all students.

Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:

EKU Counseling Center After Hours Urgent support line:	(859) 622-1303
National Suicide Hotline:	(800) 273-8255 or dial 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	(859) 622-1761
EKU Psychology Clinic:	(859) 622 2356
EKU Counseling Center:	(859) 622-1303
EKU Women's Health Clinic:	(859) 622-1761

ACCEPTANCE OF COURSE GUIDELINES:
Students acknowledge that they accept the terms of this syllabus (course agreement) and the guidelines outlined throughout. Further, students agree to follow the course schedule, guidelines and requirements that are necessary for successful completion of the course. The Professor reserves the right to alter the contents of this agreement in order to achieve specified course objectives. Should this occur, students will be notified orally in class as well as in written format on the Blackboard Learning Management System.

<div align="center">

Honors 301: Self and Community
Fall B 2023, CRN 13962, 3 Credits

</div>

Instructor: Steffen Wilson, Ph.D., BCBA, LBA
Office: Cammack 201   Phone: 622-3053   E-mail: Steffen.Wilson@eku.edu

Online Office Hours
I will be checking the Course Questions Forum on our Bb site and my e-mail daily during the work week.

Course Catalog Description:
HON 301: Self and Community (3) I. Prerequisite: HON 101. Interdisciplinary examination of the meanings of participation in local, national, and global communities. Topics may include matters such as political engagement, leadership, compassion, empathy, inequality, stratification, race, and gender. Gen. Ed. 5B.

Course Description: HON 301 is the second of two foundational core courses for the EKU E-campus Honors Certificate curriculum. In this course, students will build upon foundational critical thinking and analytical skills fostered in HON 101 "The Examined Life" by examining classic and contemporary debates concerning the relationship between the individual and the community. What are the sorts of "communities" (familial, ethnic, local, regional, national, transnational, virtual, etc.) in which we participate? How do we shape them, and how do they shape us? What is "power," and how does it work within communities? What roles do issues such as race, class, and gender play in defining and redefining community? How and why do communities change (or not change)? In their creative and research projects, students will engage actively in some outreach to and investigation of some aspect, institution, or organization within a community of which they are a part and/or about which they hope to learn more.

General Education Goals for Element 5B
   After completing the General Education Program at EKU, students will be able to:
- Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
- Analyze the social and behavioral influences that explain how people relate to each other, to institutions, and to communities. (GE Goal 4)
- Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences. (GE Goal 7)
- Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance.   (GE Goal 8)

Student Learning Outcomes for HON 301 (Assessment in Parentheses)
   Students who successfully complete this course will be able to:
- Comprehend the major concepts of the course. (Article Questions, Interteaching Discussions, Record Sheets, Wrap Up Reviews)
- Integrate relevant information, concepts, perspectives, and principles. (Article Questions, Interteaching Discussions, Record Sheets, Wrap Up Reviews)
- Demonstrate a writing process that produces effective documents appropriate to course level. (Article Questions, Interteaching Discussions, Record Sheets)
- Gather, synthesize, and critically analyze information and present it in a well-written format. (Research Project)
- Verbally articulate complex information in an interesting presentation. (Community Engagement Project Presentation, Research Project Presentation)
- Illustrate relevant concepts and theories of the social and behavioral sciences in different contexts. (Community Engagement Project)
- Establish a conclusive position regarding a topic in the social and behavioral sciences and identify consequences. (Research Project)
- Understand the research methods used in the social and behavioral sciences. (Research Project)

Required Course Readings:

These articles are available to you in our course Blackboard site

Jason, L.A., Glantsman, O., O'Brien, J. F., & Ramian, K. N. (2021). Introduction to the Field of Community Psychology. In Jason, L.A., Glantsman, O., O'Brien, J. F., & Ramian, K. N. (Eds). *Introduction to Community Psychology: Becoming an Agent of Change*. Creative Commons Attribution 4.0 International License.

McKibban, A. R. & Steltenpohl, C. N. (2021). Community Organizing, Partnerships, and Coalitions. In Jason, L.A., Glantsman, O., O'Brien, J. F., & Ramian, K. N. (Eds*). Introduction to Community Psychology: Becoming an Agent of Change.* Creative Commons Attribution 4.0 International License.

Baumeister, R. F. & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human emotion. *Psychological Bulletin*, 117(3), 497 – 529.

McLeod, S. A. (2018, May 21). Maslow's hierarchy of needs. Retrieved from https://www.simplypsychology.org/maslow.html

Balcazar, F. E., Keys, C. B., & Vryhof, J. A. (2021) Empowerment. In Jason, L.A., Glantsman, O., O'Brien, J. F., & Ramian, K. N. (Eds). ***Introduction to Community Psychology: Becoming an Agent of Change.*** **Creative Commons Attribution 4.0 International License.**

Anderson, V., Boddapati, S., & Pate, S. (2021). Prevention and promotion. In Jason, L.A., Glantsman, O., O'Brien, J. F., & Ramian, K. N. (Eds). *Introduction to Community Psychology: Becoming an Agent of Change*. Creative Commons Attribution 4.0 International License.

Grusky, D. B., Kimberlin, S., Maranaca, A.R.P., & Varner, C. (2022). Ending Poverty in California: A Blueprint for a Just and Inclusive Economy. Report produced by the Stanford Center on Poverty and Inequality on behalf of EPIC (End Poverty in California).

Parker, K. (2023). About a third of U.S. workers who can work from home now do so all the time. Pew Research Center. https://www.pewresearch.org/short-reads/2023/03/30/about-a-third-of-us-workers-who-can-work-from-home-do-so-all-the-time/

Parra, C. M., Gupta, M., & Cadden, T. (2022). Towards an understanding of remote work exhaustion: A study on the effects of individuals' big five personality traits. ***Journal of Business Research***, **150, 653 – 662.**

Wilson, S. P. & Gore, J. (2009). Appalachian origin moderates the association between school connectedness and GPA: Two exploratory studies. *Journal of Appalachian Studies*, 15(1/2), 70 – 86.

Wilson, S. P., Gore, J., & Williamson, B. (2020). The Impact of Employment and University Connectedness on the Academic Success of College Students Taking Varying Numbers of Online Courses. *Online Journal of Distance Learning Administration*, 23(2), 1 – 14.

Grading:

Orientation Quiz	20
Article Questions & Interteaching Discussions (11 x 60 points each)	660
Record Sheets (6 x 35 points each)	210
Review Week Wrap Up Video (6 x 10 points each)	60
Creative Community Engagement Project	70
Research Project	100
Total	1120

(A = 1120 – 1002; B = 1001 – 890; C = 889 - 778; D = 777 - 666; F = Less than 666 points)

Interteaching

This course will use a method of instruction called Interteaching (Boyce & Hineline, 2002). Here is how this course will work:

- On Friday, you will be given an assigned set of readings, and each reading with have a set of 5 questions that will guide you through the reading.
  - Most weeks there will be 2 readings, and there is always a total of 10 Article Questions to answer.
- You will answer each question in a Discussion Forum thread by midnight on Tuesday of each week. You will not be able to see the answers from the other students in the class until Wednesday morning.
- On Wednesday and Thursday, you should read and comment on the answers presented by the other students in the class. You will post your comments in a single reply to your initial post by midnight on Thursday.
- You will then complete a Record Sheet regarding the discussion that will be due on Friday at midnight.
- By the following Tuesday, Dr. Wilson will post a Wrap Up video. The video will be less than 10 minutes long, and it will summarize your discussions and provide clarifying information if needed. There will be a code word embedded in the Wrap Up video that you will post to receive credit for watching this video.

Course Design and Assignments:
Course Modules
The activities for each topic have been consolidated into modules. In each module, you will find the following:

Orientation Quiz
Your first quiz is the Orientation Quiz. It is designed to be sure that you have fully explored the course web site and that you understand course policy. You can take this quiz as many times as you like while it is available. Please take this quiz after carefully reviewing the course, but before it closes. It can be found in the and course overview module.

Article Questions
The Article Questions are your first opportunity to interact with the course readings. They are intended to develop your understanding of each article by walking you through a series of 5 questions per article (most weeks). More information on the Article Questions can be found in the "How To" tab.

Interteaching Discussion
The Interteaching Discussion is your second opportunity to connect with the course readings. For the Interteaching Discussions, you will read and comment on all of the answers to the Article Questions submitted by your group members. Dr. Wilson will provide individual feedback to each student regarding their participation in each Interteaching Discussion. More information on the Interteaching Discussion can be found in the "How To" tab.

Record Sheets
Once a Discussion Forum is closed, each student will complete a Record Sheet on the discussion that includes: the duration of time you spent completing the assignments that week, rating the helpfulness of the Article Questions, rating the quality of the Interteaching Discussion, a fact that you learned from the Interteaching Discussion, any information you would like to have addressed that wasn't covered in the Article Questions, note any Article Questions that were difficult to answer, and list any topics you want reviewed by Dr. Wilson in the Wrap Up Video. More information on the Record Sheets can be found in the "How To" tab.

Wrap Up/Clarifying Lectures
Dr. Wilson will review the submitted Record Sheets, and she will post a brief video summarizing your thoughts and clarifying any areas of confusion you indicated in the Record Sheets by the following Tuesday. These will be posted in the appropriate module for the topic, and students will be required to watch these short videos. You will receive credit by listing the code word embedded in the video.

Capstone Course Assignments
There will be two course assignments that are intended to pull together the material you learned in the course. You will work on these throughout the first six weeks of the course and present them in Weeks 7 and 8.

Creative Community Engagement Project
In this project you will identify, contact, and interview an institution or organization that plays a pivotal role in a community in which you are a part or about which you hope to learn more. The list of possible institutions/organizations is almost endless! After your interview, your assignment will be to make a creative project to describe/advertise/represent the group you interviewed. Your creative projects and a short video explanation will be posted to our course Bb site in Week 7, and part of this grade will include asking and answering questions on each other's projects. Detailed information on this assignment can be found on the Creative Community Engagement Project Handout in the Capstone Assignments Tab and the Week 7 folder.

Research Project
Each student will select a topic related to the Self and Community and find at least 4 peer-reviewed articles on the topic. You will then and write a 5 - 8 typed double-spaced page summary of the articles in an APA style paper, with recommendations for your topic based on your understanding of the articles. Students will then post a short video overview of their paper and the paper itself to our course Bb site in Week 8, and part of this grade will include asking and answering questions on each other's research projects. Detailed information on this assignment can be found on the Research Project Handout in the Capstone Assignments Tab and the Week 8 folder.

COURSE POLICIES

Make-Up Assignment Policy:
All outlined course assignments must be completed by the scheduled time printed on the syllabus. A make-up assignment can be taken only if I agree to the extension prior to the assignment due date. I do not require documentation of any kind for an assignment extension. Please note that assignments may be able to be posted late, but only late assignments with a documented extension agreement made prior to the assignment due date will be graded. All emergencies (e.g., car accidents, sudden hospitalizations of yourself or a family member in your care, natural disasters, etc.) will be accommodated.

E-mail Policy and Class Questions:
Any communication that is appropriate for the entire class (i. e., requesting additional information on a class activity, verifying a due date for an assignment, etc.) should be made via the discussion board. Please use the **Class Questions Forum** for such communications.

This will allow everyone else to see your question and my answer, and thus significantly decrease the need for me to respond to the same question multiple times. Also, if you have a question about the class, please check there, as it is likely that another student had the same question. If you have a question that is specific to you, please e-mail Dr. Wilson directly.

Technology Requirements
Adequate computer access and skill is a requirement for both the student and the instructor. There will be no concessions made for computer malfunctions. If our computer fails, I will find another computer, and the class will continue as scheduled. In the event of a computer emergency, please remember that most public libraries will have access to the technology needed to complete the course.

You will need access to a broadband or DSL internet connection.
We will use software from the Microsoft Office suite. Students at EKU can get a free download of this software.

Blackboard Help Info
Additional help with Blackboard can be found on your Blackboard home page.   Our on-campus support is very good. The contact information can be found on the Bb homepage (859-622-3000). Unfortunately, I am not skilled in tech service, so I cannot help you with virtually any technology issue. If I have a problem, I call these people too!

Important Dates to Remember
"Withdrawal" policy: "Drop" means that no record appears on transcript. "Withdraw" means that a "W" appears on transcript. Please see the Colonel's Compass for Drop and Withdrawal dates for this course. This is a Fall, 2023 8-Week Term / Second Session course.

Please see the link below for the **Accessibility Accommodation Statement, the Academic Integrity Statement, the Discrimination and Harassment, Title IX, and Prevent Statement.**

https://academicaffairs.eku.edu/syllabi

The Student Success Center, located on the ground floor of the library, provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 150 courses, as well as other services including mentoring, workshops, advising, study space, computer use, and with any questions related to your college experience. Drop-in visits are welcome, and no appointment is necessary.

Visit www.successcenter.eku.edu or email successcenter@eku.edu for more information.

Mental/Physical Wellness Resources Eastern Kentucky University is committed to the wellbeing of all students. Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:

      EKU Counseling Center After Hours Urgent Support Line: 859-622-1302
      National Suicide Hotline: (800) 273 – 8255 or dial 988
We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	**(859) 622-1761**
EKU Psychology Clinic:	**(859) 622 2356**
EKU Counseling Center:	**(859) 622-1303**
EKU Women's Health Clinic:	**(859) 622-1761**

Tentative Course Schedule/All assignments due at midnight on dates listed below

Date	Day	Topic and Reading	Weekly Assignment	Capstone Assigns
Week 1: Introduction to the Course			
10/11	Wednesday		**OPTIONAL COURSE REVIEW SESSION 8 p.m.** Post to the Introduce Yourself Forum	
10/12	Thursday	Baumeister and Leary, 1995 and McLeod, 2020		
10/13	Friday	Baumeister and Leary, 1995 and McLeod, 2020	Take Orientation Quiz	
Week 2: The Need to Belong			
10/16	Monday	Baumeister and Leary, 1995 and McLeod, 2020		
10/17	Tuesday		Answers to Article Questions due	
10/18	Wednesday			
10/19	Thursday		Interteaching Discussion comments due	
10/20	Friday	Balcazar F. E., et al. (2021) and Anderson, V. et al, (2021)	Complete Record Sheet	Identify Community Agency
Week 3: Building Community Resilience			
10/23	Monday	Balcazar F. E., et al. (2021) and Anderson, V. et al, (2021)		
10/24	Tuesday		Complete Week 2 Clarifying Lecture assignment & Answers to Article Questions due	
10/25	Wednesday			
10/26	Thursday		Interteaching Discussion comments due	
10/27	Friday	Grusky, D. B., et al. (2002)	Complete Record Sheet	Identify Topic for Research Project
Week 4: The Process of Large-Scale Community Change			
10/30	Monday	Grusky, D. B., et al. (2002)		
10/31	Tuesday		Complete Week 3 Clarifying Lecture assignment & Answers to Article Questions due	
11/1	Wednesday			
11/2	Thursday		Interteaching Discussion comments due	
11/3	Friday	Parker, K. (2023) and Parra, C. M. et al. (2022)	Complete Record Sheet	References for Research Project due

Week 5: Changing Community by Changing the Location of Work				
11/6	Monday	Parker, K. (2023) and Parra, C. M. et al. (2022)		
11/7	Tuesday		Complete Week 4 Clarifying Lecture assignment & Answers to Article Questions due	
11/8	Wednesday	**OPTIONAL Capstone Assignment REVIEW SESSION 8 p.m.**		
11/9	Thursday		Interteaching Discussion comments due	
11/10	Friday	Wilson & Gore, 2009 Wilson et al., 2018	Complete Record Sheet	Complete Interview and Name Format of Creative Project
Week 6: Connecting to the University Community				
11/13	Monday			Draft of Research Paper Due
11/14	Tuesday		Complete Week 5 Clarifying Lecture assignment & Answers to Article Questions due	
11/15	Wednesday			
11/16	Thursday		Interteaching Discussion comments due	
11/17	Friday		Complete Record Sheet	
Week 7: Creative Community Engagement Project				
11/20	Monday			
11/21	Tuesday		Complete Week 6 Clarifying Lecture	
11/22	Wednesday	**THANKSGIVING BREAK**		
11/23	Thursday	**THANKSGIVING BREAK**		
11/24	Friday	**THANKSGIVING BREAK**		
Week 8: Research Project				
11/27	Monday			Post Research Project & Creative Community Engagement Project
11/28	Tuesday			Revision of Research Paper Due
11/29	Wednesday			
11/30	Thursday			Questions Asked
12/1	Friday			Questions Answered

EASTERN KENTUCKY UNIVERSITY

HON 307W / 308W / 320W Fall 2023

Honors Seminar in the Arts/Humanities/Diversity:

Native American Visions and Voices

"Facing Left Raven" (R Bartow) /   Mesa Verde   /   Ghost Dance   /   "Osage with Van Gogh" (TC Cannon)

Tuesdays and Thursdays, **University Building 233**, 12:30 p.m. - 1:45 p.m.

Instructors:

Dr. Erik Liddell, erik.liddell@eku.edu, McCreary Hall, Tower B, Room 217, 859-622-2267.

> Office Hours: Mon 1-3, Tues 2-3, Wed 1-3, in person or on Zoom (send me an email first so I know to open the session): https://eku.zoom.us/j/7501277082

Dr. Rick Mott, rick.mott@eku.edu, Beckham Hall 332, 859-622-3190

> Office hours: TBA

This course explores major elements and select particularities of Native American cultural traditions and self-understanding, both historical and contemporary, through an interdisciplinary mix of cultural expressions, including storytelling (mythology and oral history), literature, art, music, film and communal responses to current events. The course first establishes a context of tradition through consideration of creation myths and stories of identity, alongside analyses of representative forms of Native American art, music and spirituality. It then also examines issues of cultural development and transformation, including crisis and response, in the modern and postmodern, or contemporary periods. Students will engage in readings, discussion boards, essay writing, collaborative research and team teaching, and undertake a creative project inspired by a select aspect of Native American cultural expression or a contemporary social or political issue.

We acknowledge that we are on traditional Shawnee land.

Course Materials (additional materials may be provided through course Bb page):

Required Texts (in order of study):

Anton Treuer, *The Cultural Toolbox* (Grove, 2021)

David Treuer, *Heartbeat of Wounded Knee* (Riverhead 2019), excerpts

Leslie Silko, "Language and Literature from a Pueblo Indian Perspective*" (available under "Readings" on class Bb page). "

Richard Erdoes and Alfonso Ortiz, eds. *American Indian Myths and Legends* (Pantheon, 1984)

Janet C. Berlo and Ruth B. Phillips, *Native North American Art* 2ᴺᴰ Edition (Oxford, 2014)

Louis Owens, *Other Destinies, Other Plots: An Introduction to Indian Novels* (available under "Readings" on class Bb page)

Leslie Marmon Silko, *Ceremony* (Penguin, 1977/2006)

N. Scott Momaday, *The Way to Rainy Mountain*

Craig Leslie, ed., *Talking Leaves: Contemporary Native American Short Stories*

Short Story Selections: Silko, "The Man to Send Rain Clouds," "Yellow Woman"; Niatum, "Crow's Sun"; King, "Borders"; Forbes, "Only Approved Indians Can Play Made in USA"; Alexie, "Every Little Hurricane," "Meeting John Wayne," "War Dances" - short stories to be posted in Blackboard Readings tab

Joy Harjo, *Weaving Sundown in a Scarlet Light* (Norton, 2021)

Poetry and Voices Selections: Simon J. Ortiz and others, to be distributed via course Blackboard Readings tab

Films and music available online:

Neil Diamond, dir. *Reel Injun* (Domino, 2009) - link through EKU Libraries Kanopy database

Joy Harjo, EKU Chautauqua Performance (Nov. 3, 2016)

Jim Pepper, *Jim Pepper's Pow Wow* (Embryo, 1971) / "Witchi Tai To" live

Robbie Robertson and the Red Road Ensemble, *Music for the Native Americans* (Capitol, 1994) *Contact from the Underworld of Redboy* (Universal, 1998)

A Tribe Called Red / Mini-Doc on Electric Powwow / 2018 live performance and "NDN Cars" feat. Keith Secola

Supaman (Christian Takes Gun Parrish)

Tanya Tagac, TEDx talk and songs from *Animism* (Six Shooter, 2014), "Icebreaker" (2019)

Additional Resources

Native News Online: NativeNewsOnline

Aboriginal Peoples Television Network: In Focus / APTNNews

Indian Country Today: https://indiancountrytoday.com/

CBC Indigenous News: CBCIndigenous

American Indian Movement: https://www.aimovement.org/

SAPIENS "Native America" features: https://www.sapiens.org/?s=native+american

International Indian Treaty Council: https://www.iitc.org/

Weekly Schedule: See Detailed Course Schedule on Course Blackboard page

Graded Components:

- Class Participation, regular engagement, comments and questions + NA Art exercise, group project updates - 20%
- Online Discussion Boards, original posts of 250 words + 2 replies of 75 words each – 20%
- Mid-Term Essay, on a specific literary, artistic or cultural element – 20%
- Group Project and Report – 30%
- Creative Project – 10%

Possible Group Topics:

- Environmental Stewardship, Protests and Actions
- Local Representations of Native Peoples/Mural/Boone Interactions
- COVID-19 on the Rez / COVID-19 impacts on the Navajo
- Stereotypes/Realities/Appropriation
- Politics of Symbolism
- Preserving/promoting native/indigenous languages
- Residential Schools truth and reconciliation movement
- Sovereignty (and related concerns - treaty issues, legal jurisdiction, land use, etc.)
- Native Americans and military service / Code Talkers
- Other topics per instructor approval

Course Specific Goals

General Education Goals in this course are achieved through the study of selected works of literature, visual arts, film and music. Students will be introduced to various critical methods to enable them to interpret such art works in a systematic and rational way. Such critical models will help students explore and articulate their interpretations so that they may better understand and define the cultural and personal values inherent in the Non-Western, in this case Native North American, arts. Students will acquire the ability to:

1. Demonstrate knowledge of the content and form of selected Native North American literature, dramatic and visual arts, music, design and myth / religion / philosophy in a series of written assignments and/or presentations. (GE Goals 1, 2, 9)

2. Interpret works of Native North American literature, art, music and design according to appropriate religious, historical, social and cultural contexts. (GE Goals 1, 2, 6, 7, 8, 9)

3. Utilize particular methods of interpretation to discover and articulate meaning from Native North American artistic perspectives and to analyze significant issues confronting Native North American cultures. (GE Goals 1, 2, 6, 7)

General Education Goals Addressed in this Course:

Students will be able to:

1. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions (GE Goal 2)

2. Analyze the values, cultural context, and aesthetic qualities of artistic, literary, philosophic, and/or religious works (GE Goal 6)

3. Distinguish the methods that underlie the search for knowledge in the arts, humanities, social sciences, history, and social or behavioral sciences (GE Goal 7)

4. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance (GE Goal 8)

5. Recognize perspectives from other cultures and/or historically marginalized groups (GE Goal 9)

HON 307W/308W/320W (Arts/Humanities/Diversity)

Students who successfully complete this course will:

1. Gather, synthesize, and critically analyze information and present it in a well-written format, particularly as they relate to the experiences and perspectives of historically marginalized or underrepresented groups.
2. Consider the roles played by relevant social, economic, literary, and historical forces in the depiction and positioning of historically marginalized or underrepresented groups.
3. Verbally articulate complex information in an interesting presentation.
4. Comprehend the major concepts of the course.
5. Express ideas about the arts and humanities through sentences that are clearly formulated, grammatically correct, and stylistically competent.
6. Accurately locate particular works and/or cultural movements in relation to relevant contexts.
7. Demonstrate a writing process that produces effective documents appropriate to course level.
8. Understand the methods used in the arts and humanities.

9. Integrate relevant information, concepts, perspectives, and principles.

Accessibility/Accommodations/Academic Integrity, Discrimination and Harassment and Student Rights under Title IX

This course adheres to the official EKU policies: https://academicaffairs.eku.edu/syllabi

Official E-mail

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Add/Drop Withdrawal

The last day to drop a full semester course without a "W" appearing on the university transcript is August 20. The last day to drop a class without a withdrawal fee is October 9. The last day to drop a class (with the fee required by EKU drop policy) is November 5. For full details of the semester calendar, see https://colonelscompass.eku.edu/calendar.

Attendance

Students should make every effort to attend every class, whether online or in person. Unexcused or unexplained absences may negatively affect your grade in the course. Acceptable excuses include an illness (including Covid self-isolation or quarantine), a University provided excuse or an unforeseen emergency resulting in unavoidable absence. Students will not receive a grade penalty for missing class due to Covid self-isolation or quarantine, but should notify the instructor as soon as they are aware of the need to miss class.

Inclement Weather Adaptations

In case of severe weather, operations and classes at EKU could be affected. For more information about scheduling adaptations depending on severity, see https://www.eku.edu/weather.html.

University Policies

The following policies are described in detail at this link: https://academicaffairs.eku.edu/syllabi

● Accessibility Accommodation Statement

- Academic Integrity Statement
- Discrimination and Harassment, Title IX, and Prevention Statement

Mental/Physical Wellness Resources

Eastern Kentucky University is committed to the wellbeing of all students.

Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:

EKU Counseling Center After Hours Urgent support line:	(859) 622-1303
National Suicide Hotline:	(800) 273-8255 or dial 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	(859) 622-1761
EKU Psychology Clinic:	(859) 622 2356
EKU Counseling Center:	(859) 622-1303
EKU Women's Health Clinic:	(859) 622-1761

The Graduate School
Eastern Kentucky University
Department of Art and Design
Syllabus for IDL 813
Instruction for Diverse Learners, CRN: 50569

Course Instructor

Professor X
Office: Campbell 423
Email: professor.x@eku.edu
Phone: 859.622.4839

Optional Synchronous Meetings (5)

1. Tuesday, June 18, from **12-1 pm EST**, Class Meeting
2. Wednesday, July 3, from **6-7 pm EST**, Class Meeting
3. Tuesday, July 16, from 6-7 pm EST, Class Meeting
4. Tuesday, July 30, from 6-7 pm EST, Class Meeting

Catalog Course Description

Design learning experiences while considering many diverse audiences and environments, consider learner characteristics, apply important theories, and employ tested instructional strategies to improve learning outcomes.

Prerequisites: None

Student Learning Outcomes

Upon successful course completion, learners will be able to:
1. Identify contemporary salient issues in training and educating both child and adult learners and learner characteristics predictive of success in various instructional situations
2. Apply and effectively relate learning theories and principles toward the design of effective instructional strategies in diverse learner populations
3. Design and develop instructional materials from the perspective and needs of the individual learner

Texts and Course Materials

- Merriam, S. B., Bierema, L. L. (2013). Adult Learning: Linking Theory and Practice. Germany: Wiley. **Click on the "Course Textbook" located in the course menu to access this book.**
- Assorted curated readings.

Optional Materials:
- Concise Guide to APA Style. (2019). United States: American Psychological Association.

Course Requirements

All work must be completed and turned in by the designated due date. All assignments that need to be completed and submitted during this course are posted on Blackboard under the Modules content area. If you have any trouble downloading course documents or video lessons, please let your Instructor know as soon as possible. Late work will not be accepted and will receive a zero unless prior arrangements have been made with the course Instructor.

Completion of all assignments listed below is required to complete this course successfully:
1. Discussions and blog posts on various topics, such as types of learners, how to design instruction according to their needs, etc.
2. M7 Literature Review requirements. Assignment timeline:
    a. Module 2: Topic selection
    b. Module 5: Draft
    c. Module 7: M7 Literature Review
    d. Module 8: Literature Review Presentation

Assignment Descriptions

Quizzes

During this course, you will complete several quizzes. The purpose of these quizzes or knowledge checks is to support you and provide feedback as they guide you in your readings. We are using technology, techniques, and instructional methods to bridge the gaps of time and distance inherent in asynchronous online learning. These quizzes should be neither aversive nor high pressure because they are open book, and you can take them as many times as desired until you earn the score you choose. See them as a challenge and try to master them as they highlight some of the essential information provided in this course.

Graded Discussions and Blogs

The class participates in moderated discussions. These prompted discussions promote reflection on the readings, provide the opportunity for students to exchange information and ideas related to course topics, as well as those of interest to students, and to establish rapport and camaraderie within the online class environment.

For each discussion board, students will write a quality initial post according to the instructor-provided prompt and then thoughtfully and cogently respond to the writings of their peers. These assignments will require students to apply their own experiences, knowledge acquired through assigned readings, and critical/creative thinking to obtain the best grades. While not academic writing per se, students are expected to incorporate outside research to support fact-based assertions and clearly differentiate fact from their own opinion or the opinion of others.

The discussion board and blog rubric attached to each written discussion board grade (See the appropriate area in the course for rubrics) provide specific guidelines and the expected level of performance relative to assigned grading. Students may inspect this rubric before completing the assignment so they understand these expectations.

M7 Literature Review and Presentation

This course is a bit different from the other courses in the program as it mainly focuses on learning theories, frameworks, and best practices when designing learning materials for the adult learner. For this assignment, you will research an area of adult learning that is relevant to your interests and summarize your findings in the form of a literature review. Literature reviews can be daunting and time-consuming, but they can be a great way to gain expertise on selected topics (e.g., using discussion boards to foster communal learning, use of blogs for collaborative work, synchronous communication tool applications in the Spanish language classrooms, etc.).

Evaluation

Evaluation Criteria

1. Flip introduction (1) = 10 points (1% of total grade)
2. Quizzes (3) @ 30 points each = 90 points (9% of the total grade)
3. Discussion Boards (4) @ 75 points each = 300 points (30% of total grade)
4. Blogs (3) @ 75 points each = 225 points (22.5% of total grade)
5. M7 Literature Review (1): 300 points (30% of total grade)
   a. Module 1: Tasks related to learning how to perform literature reviews - 0 points
   b. Module 2: Topic selection - 25 points
   c. Module 5: Draft - 50 points
   d. Module 7: M7 Literature Review - 175 points
   e. Module 8: Literature Review Presentation - 50 points
6. M8 Course Reflection: 75 points (7.5% of total grade)

Total = 1000 points

Grading Scale

- A - 90% - 100%
- B - 80% - 89%
- C - 70% - 79%
- D - 60% - 69%

Course Outline

Note: Course weeks begin on Monday and end on Sunday, except the last week of class, which will begin on Monday and end on Friday. Weekly assignments will be due by the last day of the week at 11 p.m. Eastern time. Discussion board initial postings and a few collaborative projects are due on Thursdays at 11 p.m. Eastern time, and the responses should be posted on Sundays by 11 p.m.

Module 1: Behaviorism (June 17 - June 23)

Readings

- Merriam, S. B., Bierema, L. L. (2013): Chapters 1, 2
- Selected readings

Assignments and Due Dates

- (Re)Introduce yourself on Flip - Due by Wednesday at 11 p.m.
- M1 Quiz: Behaviorism - Due by Sunday at 11 p.m.
- M1 Discussion Board - 1st Deadline: Thursday at 11 p.m., 2nd Deadline: Sunday at 11 p.m.

Module 2: Cognitivism (June 24 - June 30)

Readings

- Merriam, S. B., Bierema, L. L. (2013): Chapters 2, 9
- Selected readings

Assignments and Due Dates

- M2 Quiz: Cognitivism - Due by Sunday at 11 p.m.
- M2 Blog - 1st Deadline: Thursday at 11 p.m., 2nd Deadline: Sunday at 11 p.m.

Module 3: Constructivism (July 1 - July 7)

Readings

- Merriam, S. B., Bierema, L. L. (2013): Chapter 2
- Selected readings

Assignments and Due Dates

- M3 Quiz: Constructivism - Due by Sunday at 11 p.m.
- M3 Discussion Board - 1st Deadline: Thursday at 11 p.m., 2nd Deadline: Sunday at 11 p.m.

Module 4: Andragogy, Self Directed, and Transformative Learning (July 8 - July 14)

Readings

- Merriam, S. B., Bierema, L. L. (2013): Chapter 3, 4, and 5
- Selected readings

Assignments and Due Dates

- M4 Blog - 1st Deadline: Thursday at 11 p.m., 2nd Deadline: Sunday at 11 p.m.

Module 5: Experience, Body & Spirit, Motivation, and Growth Mindset (July 15 - July 21)

Readings

- Merriam, S. B., Bierema, L. L. (2013): Chapters 6, 7, and 8
- Selected readings

Assignments and Due Dates

- M5 Discussion Board - 1st Deadline: Thursday at 11 p.m., 2nd Deadline: Sunday at 11 p.m.

Module 6: Critical Thinking and Culture & Context (July 22 - July 28)

Readings

- Merriam, S. B., Bierema, L. L. (2013): Chapters 11 and 12
- Selected readings

Assignments and Due Dates

- M6 Discussion Board - 1st Deadline: Thursday at 11 p.m., 2nd Deadline: Sunday at 11 p.m.

Module 7: Synthesis (July 29 - August 4)

Readings

- Merriam, S. B., Bierema, L. L. (2013): Chapter 10
- Selected readings

Assignments and Due Dates

- M7 Blog - 1st Deadline: Thursday at 11 p.m., 2nd Deadline: Sunday at 11 p.m.
- M7 Literature Review due Sunday at 11 p.m.

Module 8: Course Summary (August 5 - August 9)

Assignments and Due Dates

- M8 Literature Review Presentation Blog - 1st Deadline: Wednesday at 11 p.m., 2nd Deadline: Friday at 11 p.m.
- M8 Reflections Blog - 1st Deadline: Wednesday at 11 p.m., 2nd Deadline: Friday at 11 p.m.

Portfolio Requirement

One of the culminating experiences of the IDLT program is the creation of your professional portfolio in IDL 821. In this course, you may create several artifacts that you can use to showcase your instructional design skills. Please save your work and have it available and at hand when you are ready to take IDL 821 Portfolio in the near future.

Designing for ADA Compliance

All materials either consumed or produced in this program must meet ADA 508 accessibility guidelines to the greatest extent possible. In most cases, this means every time.

Skills, Aptitudes, and Dispositions

Successful students have or will quickly develop a capacity to know and do the following:
- Quickly learn computer applications, techniques, and procedures, finding solutions to challenges with minimal guidance
- Possess subject matter knowledge in a rich domain to utilize in the application of key course concepts
- Have a passion for learning and a desire to help others improve learning outcomes
- Enjoy deep reading and reflection in a single subject domain (learning/instructional design)

Course Announcements

Participants should monitor online announcements and emails from the instructor through the EKU course website. Participants not monitoring online course guidance during the semester will find themselves at a disadvantage in properly completing the requirements of the program.

Course Methodology

This course is asynchronous in nature, with weekly modular content, readings, and assignments posted within EKU's Blackboard Learning Management System. This course consists of weekly topical readings, video links, discussion board forums, assignments, and various sample projects and assignments developed and used within other EKU online courses. Students are expected to complete all assigned readings, submit assignments on due dates, and be fully prepared to discuss salient points using discussion board forums, blogs, or wikis.

Virtual Office

The Blackboard Virtual Office discussion forum is used to post questions to the instructor and other students about the course materials. Posting them on this forum will allow others who might have similar questions to see responses. Your instructor will be checking the Virtual Office frequently to answer any questions that may have been posted. In many cases, your classmates may be able to provide assistance. Nothing in the Virtual Office will be graded.

Course Correspondence Policy

- All emails should be directed to your course Instructor. He/she will respond to any questions or concerns within 24 hours. If you have not received a response after this time period, please call for assistance.
- You are required to use your EKU assigned email address. This will ensure that you receive all course information in a timely manner. The use of an email address other than the EKU assigned email address is strongly discouraged.
- All course assignments must be submitted to Blackboard by the Sunday of each week no later than 11 p.m. Eastern time. Arrangements for any late submissions must be prearranged with the instructor.
- If you are running into difficulty with any aspect of the course or with the schedule, please contact the instructor for immediate help. One-on-one meetings can be scheduled anytime during the eight weeks.

Viewing your Progress in Blackboard

You may view your progress under the Tools button on Blackboard in the My Grades link. If you go into this section, you will be able to view any grades posted by the instructor.

Technology Requirements

EKU's technology services and infrastructure do not currently support student use of devices for the consistent delivery of course content and assessments. Therefore, all students should own or have consistent access to a modern personal computer running either Windows 10 or a recent version of the Mac operating system. The system specifications should be of a high enough caliber to allow for multitasking, as well as content development in various productivity and e-learning authoring packages. Please consult the EKU IT Service Desk for ideas about suitable system requirements and how your own current technology might meet these goals.

Student Progress

Students will receive feedback on their progress within one week of an assignment being submitted. Grades can be tracked throughout the semester via Blackboard. Midterm and Final grades will be posted according to the University Calendar http://www.eku.edu/calendars. Please contact the professor by email any time you have questions about your work in this course. To view your grades in Blackboard, click on the "Tools" button, then choose "View Grades".

Students who participate in this course agree to the following:

- Agreeing to complete weekly reading assignments on schedule
- Maintaining adequate computer capability
- Having a working e-mail address accessible by the EKU Blackboard Learning System.
- Participating in all class activities
- Submitting assignments on schedule
- Monitoring instructor e-mails

Student Support and Services

Technical Support

It is expected that participants have an adequate working knowledge of Blackboard and personal computers. For all other technical problems, such as retrieving a forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in Blackboard.

EKU Library Support

In addition to the resources below, your course site may include a "Library Resources" link specific to your course.

- EKU Libraries Website
- EKU Library Frequently Asked Questions
- EKU Libraries Learning Resource Center on Twitter

EKU Student Tutoring Services

As an online student at EKU, you have access to three completely free online tutoring services: EKU Student Success Center, and Noel Studio.

EKU Student Success Center

The Student Success Center, located on the ground floor of the library and online, provides free assistance for all EKU students. Students can request tutoring in more than 150 subjects, as well as other services including mentoring, workshops, advising, study space, computer use, and to ask questions related to your college experience. The EKU Gurus are trained tutors and mentors in the Student Success Center. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, test preparation, stress management, and more. Online assistance is available by request or drop in on our Discord server: https://discord.gg/gtxKrnk. For more information, visit our website at www.successcenter.eku.edu or email successcenter@eku.edu.

Noel Studio

EKU's Noel Studio for Academic Creativity provides online consultations in which a trained online consultant will work with you or your small group on any piece of communication, at any stage in the process, from brainstorming to the finished product. You can connect with Noel Studio in various ways:

- Noel Studio website (http://www.studio.eku.edu)

- [Noel Studio Online Consultations](http://studio.eku.edu/online-consultations) page (http://studio.eku.edu/online-consultations)
- [Noel Studio Hours](http://studio.eku.edu/hours-and-location) (http://studio.eku.edu/hours-and-location)
- Send [E-mail to Noel Studio Online Consultations](mailto:noelstudioonline@gmail.com) (noelstudioonline@gmail.com)
- Noel Studio phone number: 859-622-7330

Netiquette

We are all adults, trying to do the best job we can in a challenging profession. Normal good manners are expected in this course. Courtesy and respect are essential ingredients. We respect each other's opinions and differing points of view at all times. The use of profanity and harassment of any form is strictly prohibited. Please refrain from topics that are not related to the course content and may cause unnecessary classroom disruption (usually politics and religion). The value of this program is that each participant brings unique thoughts and experiences that can contribute to the expansion of our own knowledge base. Please refer to the course [netiquette guidelines](#) for a full list of behavioral expectations.

About Generative AI such as ChatGPT

Using words that are not your own to complete any of these assignments is plagiarism and a direct violation of academic integrity in this course. Most of the questions I ask require that you draw from your own personal experiences and use research techniques that generative AI presently cannot perfectly execute. Also, please note that [GPT often returns significant factual errors that are easy for me to detect.](#)
With the above position in mind, I fully support the use of GPT as a brainstorming, dialogic, and secondary research tool in the absence of peer communications. [I expect that any ideas derived from such use will be cited in an academically honest manner](#).

Withdrawal Policy

If life happens and you cannot commit to completing the course, the university has provisions for dropping or withdrawing, which you may see at [the Registrar's Office](#) [website](#). However, please consider contacting the instructor first. We want to do everything we can to ensure your success!

Important Drop/Withdrawal Dates

(Students should always verify on their own the exact drop or withdrawal dates at the [EKU Colonel Compass](#) website or with the Registrar's office by phone, as changes may not be accurately reflected in this document)

Summer 2024 8-Week Term / Second Session

No. Weeks of TERM	8
Term Start Date	06/17/24
Term End Date	08/09/24
Last day to ADD or DROP a class. *Last day to change from P/F or Audit to GRADE.*	06/20/24
Mid-Term Date:*Mid-Term Grades Submission Deadline is 11:59 p.m.*	07/15/24

*Last day to WITHDRAW from class without a fee.	**07/19/24**
**Last Day to WITHDRAW from class. *Withdraw fee applies.*	**07/28/24**
Last day for 75% refund	**06/24/24**
Last day for 50% refund	**06/27/24**
Last day for 25% refund	**06/30/24**
Last Day to Change from Grade to AUDIT or P/F.	**06/27/24**

*Last day to withdraw without incurring a $50.00 per credit hour withdrawal fee. Students should withdraw through myEKU.

**Last day to withdraw from a course. A $50.00 per credit hour fee will be assessed (e.g. $150.00 for a 3 credit hour course). Students should withdraw through myEKU. Please note that students choosing to withdraw from the University (all courses) do not incur this withdrawal fee.

Accessibility Accommodation Statement, Academic Integrity Statement, and Discrimination and Harassment, Title IX, and Prevention Statement

Please follow this link to see the most up-to-date policies from Eastern Kentucky University.

Modification of the Syllabus

The instructor reserves the right to modify this syllabus. Students will be notified of any changes made to this document.

The most up-to-date syllabus statements can be found on EKU's Syllabus Statements page. This syllabus was created in compliance with these policies and EKU's syllabi policy.

Eastern Kentucky University
College of Education and Applied Human Sciences
Department of Teaching, Learning, and Educational Leadership
LIB 401: Adolescent Literature and Resources   CRN: 10818
Credit Hours: 3

Course Information
Days: Monday
Time: 9:05 - 11:50
Location: Library 301

Instructor: Mrs. Cindy Judd
Email: cindy.judd@eku.edu
Office Phone: 859.622.2289
Office Location: Library 310F
Office Hours: Mondays 3:00-4:00

Catalog Course Description:

A course designed with inquiry-based methodologies for future teachers' knowledge of adolescents, adolescent literature, and resources. Topics include genres, censorship, diverse authors, assessment, and multiple literacies to increase motivation, understanding, and appreciation of adolescent literature. The professor reserves the right to edit or change assignments and/or due dates based on the best interests of student learning and/or when circumstances are beyond the instructor and students' control (e.g., university closures).

Required Text(s) and Course Materials:
1. *Refugee* (Gratz, A. 2017)
2. *Between Shades of Gray* (Sepetys, R., 2011)
3. *Too Bright To See* (Lukoff, K., A. 2021)
4. *Thirst* (Bajaj, V., 2022)
5. *Class Act* (Craft, J., 2020)
6. *A Work in Progress* (Lerner, J., 2023)
7. *Hey, Kiddo* (Krosoczka, J., 2018)

Other Topic of your Choice:
Examples:
Mental Health: *Challenger Deep* (Shusterman, N., 2015), *Starfish* (Bowman, A. D., 2017)
Ableism, Disabilities: *El Deafo* (Bell, C. 2014), *Song for a Whale* (Kelly, L., 2019)
Gun Violence: *Simon Sort of Says* (Bow, E., 2023)
Homelessness: *No Fixed Address* (Nielson, S., 2018), *Stay* (Pyron, B., 2020)
Indigenous People: *#NotYourPrincess* (Charleyboy & Leatherdale, 2017)

Student Learning Outcomes: Students will:
1. Personally, critically, and creatively read, evaluate, and discuss quality adolescent literature and other print/online resources across a wide range of genres through self-engagement and interaction

with other readers. (InTASC 1j, 1k, 1a, 4a, 4b, 4c, 4d, 4g, 4i, 5i, 5j, 5p, 7i, 9d, 10k; ISTE 1; CAEP 1; ILA 1; AASL 1, 2, 3, 4)

2. Discuss issues of censorship/sensitive issues appearing in adolescent literature. (InTASC 1g, 2b, 2e, 2g, 2i, 2j, 2l, 2m; 2o; 5k, 5q, 8p; CAEP 1; ILA 1; AASL 1, 2, 3)

3. Analyze the criteria that must be met to be considered for various adolescent literature awards, evaluate the texts selected for these awards, and explain how the lives of authors impact their books. (InTASC 1j, 1k, 4j, 4k, 4k, 4l, 4m, 5k, 5m, 8n, 9d; CAEP 1; ILA 1; AASL 1, 2, 3)

4. Recognize when information is needed and apply search strategies to locate, access, and evaluate that information in the pursuit of knowledge. (InTASC 1b, 4o, 4p, 4q, 4r, 5d; ISTE 3; CAEP 1; ILA 2; AASL 2, 4

5. Analyze and synthesize information on the developmental needs of adolescent/middle grade students and the role that several factors, such as motivation, expressed interests, and choice, play in the creation of lifetime readers. (InTASC 1e, 2a, 2d, 2g, 2h, 2m, 3i, 3m, 8p; IECE 1; CAEP 1; ILA 1, 5; AASL 1, 2, 3)

6. Design scaffolded learning opportunities that use various literacy strategies to effectively bring adolescents together with books while meeting the needs of diverse learners. (InTASC 1a, 1i, 2a, 2b, 2c, 2h, 2l, 2m, 2n, 3a, 3b, 3c, 3f, 3n, 3r, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 5q, 5r, 5s, 7i, 8p, 8q, 8r, 8s, 9d; ISTE 2; IECE 1, 2, 3; CAEP 1; ILA 1, 2, 4, 5; AASL 4)

7. Critically examine adolescent literature to promote equal treatment of various racial, ethnic, gender, and religious groups. (InTASC 1g, 2e, 2h, 2i, 2o, 3l 3n, 3o, 3p, 3q 3r; IECE 2; CAEP 1; ILA 4; AASL 1, 2, 3)

Course Expectations:

Students will be exploring a variety of diverse topics and genres in this course. Throughout the semester, we will engage in a thoughtful exploration of the themes, characters, and narratives that shape the lives of both the characters within these works and the readers who connect with them. We will explore the complex and often universal adolescent coming-of-age experiences while viewing the texts through a critical literacy lens - a lens that empowers us to question, deconstruct, and understand the underlying messages and power dynamics within these texts. Students are expected to participate in discussions and activities along with completing a variety of assignments that will address the social structures, biases, and perspectives that shape the stories and present opportunities for us to critically examine the messages they convey.

Evaluation Methods:

Critical Companions (7 x 25 points each = 175 points)
For every whole group novel that we read, you will create one Critical Companion. More information will be provided about the format of this on BB and in the Lightner article.

Literary Responses (5 x 10 points each = 50 points)
For every whole group novel and paired reading that we read, you will complete one literary response. Options for this response will be provided. You must draw on both readings in your response.

Group Discussion Participation (55 points)
A central tenet of adolescent literature engagement involves discussion. For any whole class and small group discussions that we have, you are expected to be prepared with your literary response and be an active participant in the conversation.

Additional Genre/Topic/Author Study (50 points)
Our course novels represent a variety of issues, genres, and authors, but there is much that we had to

leave out. This inquiry project allows you to explore a topic, genre, or author of your choice. Options will be provided for the format of this project.

Literature Teaching Choice Assignment (50 points)
With a text of your choice (from our list of novels), you will create either a book talk, or a targeted read aloud/direct instruction as part of a mini-lesson.

Final Project (100 points). For the final project, you will create a text set for a topic of your choice. More information will be provided towards the end of the semester.

Grading Scale:
The course grade will be based on an accumulation of points on course requirements. Your grade for the course will be determined through your completion of the course assignments and your participation. All of the assignments will develop your teaching abilities, deepen your understanding of yourself and your future students, and broaden your marketability. You can work on assignments ahead of time. Any adjustments or questions about assignments must be communicated before the due date. Grade equivalents for accumulated points are as follows:

92-100% = A
83- 91% = B
74- 83% = C
65 -73% = D
 <65% = F

Student Progress:
Student progress will be communicated through feedback on assignments and posted grades in Blackboard. At the mid-point of the semester a mid-term grade will be posted in MyEKU.

Attendance Policy:
Students are expected to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. *Therefore, attendance is considered mandatory.*

Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences are subject to failing the course.
- Students enrolled in TR sections may not exceed **3** unexcused absences for the semester.
- Students enrolled in a MWF section may not exceed **5** unexcused absences for the semester.
- Students enrolled in a class that meets periodically or once a week may not exceed **1** unexcused absence for the semester.

For the purposes of this course, "excused absences" include verifiable medical or family emergencies, University approved activities (accompanied by a University excuse), illness (yours or a family member's), and other absences as outlined in the University's "Student Absence from Class" policy. Students should be prepared to document the reasons for the absence. Students whose absences are not excused will not normally be allowed to make up tests, quizzes, and/or assignments. Students who anticipate having a high number of *excused* absences should contact their instructor as soon as the situation arises so that they can make arrangements for how to handle missed class time.

Late arrival or early departures from class that are unexcused will be considered in the tabulation of absences as well.

Students in online, asynchronous courses show active participation in courses by logging into Blackboard, regular participation with instructor and peers, and completing and submitting assignments on time.

Deadlines: Add/drop and refund policies
Accessibility Accommodation Statement
Academic Integrity Statement
Discrimination and Harassment, Title IX, and Prevention Statement
Mental/Physical Wellness Resources

Official Email:
An official EKU email has been established for each registered student, faculty, and staff member. All University communications shall be sent via student's EKU email address. Students are expected to check their official EKU email on a daily basis.

Course Outline:
- Week 1: Course Intro and Constructs of Adolescence, Quality Adolescent Lit
- Week 2: Incorporating Critical Literacies in Adolescent Literature
- Week 3: Poverty and Class in Adolescent Literature
- Week 4: Labor Day (University Closed)
- Week 5: Refugees and Immigrants in Adolescent Literature
- Week 6: Picture Books for Older Readers
- Week 7: Body-shaming/body image, bullying; Verse Novels and Form
- Week 8: Historical Fiction
- Week 9: Fall Break (University Closed)
- Week 10: Sexuality and Gender in Adolescent Literature
- Week 11: Book Awards and Selection Tools
- Week 12: Race in Adolescent Literature
- Week 13: Graphic Novels and Form
- Week 14: No Class - Additional Genre/Topic/Author Study due; work on final project
- Week 15: Course Wrap Up; Final Projects due/presented

Course Syllabus

MGT 301: Principles of Management for Non-Business Majors Online
CRN 23625, 3 Credit Hours

Dr. Beth Polin
beth.polin@eku.edu
Eastern Kentucky University College of Business
Office & Office Hours: BTC 118; By Appointment

This course teaches you how to *actually* turn employees into your most valuable asset through effective management!

Catalog Course Description & Prerequisites

Management principles with emphasis on organization theory and behavior, human resources and diversity, communications, production/operations management and quality issues, business ethics, development of management thought, management in the global arena, and management careers. Prerequisites include Junior standing (>60 hours) with an overall minimum 2.0 GPA. Not for students majoring or minoring in business; credit not awarded for BUS 303, MGT 300, and MGT 301.

Catalog Materials

- Working computer with audio capability (microphone and speakers) and access to a reliable Internet connection.
- Bateman, T.S. & Konopaske, R. (2022). *Management, 7th edition online.* New York: McGraw-Hill.
- Curiosity, enthusiasm, engagement, attention, inquisitiveness, creativity, and professionalism!

Course Objectives

This course has been designed such that throughout the term students will:

1. demonstrate their understanding of and appreciation for the basic complexities of behavior in organizations;
2. identify current organizational policies and practices—and the theories and models that support them—used to manage this complexity;
3. build a "toolbox," a collection of materials from which they can pull in future work situations to be successful on the job;
4. integrate course concepts into real life experience through professional reflection and career planning;
5. cultivate a lifelong interest in the subject of management and continue to seek out resources and gather knowledge about how to best work and manage productively.

Instructional Philosophy

Each of us is responsible for the success of this class. I work diligently toward the design, execution, and feedback involved in this course. I do my best to enhance your learning experience by including lectures, readings, activities, video clips, quizzes, regular introspection, and more. My expectation is that you put just as much effort into the course. Application of many of the skills we learn may not be available to you until you graduate and enter the "real world;" because of this, I challenge you to apply the skills you learn to your own individual experiences in the organizations of which you are currently a part. Readings and lectures will only be thought provoking, activities will only be interesting, and learning will ultimately only occur if you maintain a high level of preparedness and engagement. I strive to be an influential coach and guide; this course is for your benefit and development, and I cannot do the work for you. I can offer you the promise that no matter what field you choose, the knowledge gained in this course will absolutely be relevant and helpful as you navigate a successful career!

Course Code of Conduct

1. **Professionalism** is our number one policy. Because nonverbal behavior, tone of voice, and other informative characteristics are absent from an online environment, professionalism deserves arguably more attention than in a face-to-face classroom experience. Be respectful of everyone in the class and demonstrate a high level of courtesy and professionalism at all times. This means presenting yourself well in correspondence (e.g., proper grammar, speaking style, and word choice) with me and virtual interaction with other students, communicating clearly and effectively, and completing all assignments on time and with a high degree of engagement and quality output. You are training to be a top manager, and this is your chance practice!

2. **Attendance.** I expect you to attend to this class—both physically and mentally—on a regular basis throughout the term. This course has been designed to include eight modules. All assignments for a given module open on a Sunday at 12:01am. Assignments associated with the module are due throughout the week, with the final assignments due on the following Sunday at 11:59pm. I have set due dates throughout the week for module assignments so that your efforts toward this course are consistent and continuous. With this said, I understand that one benefit of an online learning environment is the flexibility in schedule. Thus, you are welcome to complete module assignments as early as you wish so that you can best incorporate learning into your personal and professional life. For example, if weekends allow you time to complete class assignments, you can complete an entire module on the first day and last two days it is open (Sunday and Saturday/Sunday, respectively); or if weekdays allow you time to complete class assignments, you can complete an entire module between Monday and Friday.

3. **Late Assignments.** Any assignment submitted after the due date will earn 0 points. As stated above, course assignments have been arranged with flexibility in mind, allowing plenty of time to complete responsibilities. After reviewing our Course Schedule, if you foresee a problem completing an assignment on time, please contact me within the first week of the course.

4. **Preparation.** Each module has assigned readings and activities. I have assigned them for a reason! Read the material, work through the Lecture PowerPoints, and *take notes*. This will increase your understanding of the material and make studying go much more smoothly.

5. **Contribution.** Make one… and more. All of my classes are designed to offer an energetic and dynamic learning experience.

6. **Performance Concerns.** If you are concerned about your class performance, contact me as soon as those concerns arise. I will try to help you improve your performance in the course, but you must take the initiative to do so. Do not approach me during the last week of the term looking for extra points; the time to accumulate points is during the term, not at the end of the term.

7. **Grade Appeals.** If you believe an assignment grade is incorrect, you may submit a written appeal (email is fine) within seven days of when the grade is returned to you. Your appeal should contain (a) a clear identification of what you are appealing and (b) an explanation of why you think the assigned grade was incorrect, including support for that position. Note that for multiple choice questions, it is not enough to demonstrate that the answer you selected could be considered correct; it must be demonstrated that the selected answer is the *best* answer to the question. You will receive a written response within seven days of when the appeal was received. I reserve the right to re-grade any assignment at any time for any reason if concerns arise.

8. **Academic Integrity.** Violations of the Academic Integrity Policy will not be tolerated. Any suspicion of academic misconduct—including, but not limited to, cheating, presenting others' work as your own, turning in assignments from other courses to fulfill assignment requirements in this course, collaborating with others when instructed to work individually, or possessing assignment or quiz materials (from this or previous terms) outside of class—will result in a failing grade for the assignment and/or course, and will be acted upon in accordance with university policy.

9. **Accessibility Accommodation.** I support Eastern Kentucky University's efforts at making all learning experiences as accessible as possible. Students who need an accommodation for a documented medical, mental health, or learning difference may register online. Please direct application questions to the Center for Student Accessibility Office (CSA) by email or phone (859-622-2933). Once you are registered with the CSA, please request an emailed or hard copy accommodation letter from the CSA office, and then submit this letter to me within the first three days of the course. I am happy to discuss accommodations with you, but you are responsible for making me aware of your situation immediately, as accommodations cannot be retroactively applied to assignments already completed.

Performance Appraisal[1]

There are a possible 300 points to earn in this class. Final grades are non-negotiable and will be given based strictly on the scale to the right. I encourage you to keep track of your grades throughout the term. All assignment grades are posted to the Grade Center in Blackboard so that you can evaluate your progress in the course.

Point Range	Final Letter Grade	In Management Terms…
269 – 300	A	Accomplished Promotion
239 – 268	B	Meeting Expectations
209 – 238	C	Minimum Requirements Met
179 – 208	D	Derailed
0 – 178	F	Fired

- **Professional Introduction** (9 points, 3% of final grade)

  At the start of the term, participate in professionally introducing yourself.

- **Cognitive Preps** (60 points, 20% of final grade)

  Accompanying each set of readings is a Cognitive Prep to be completed after reading, taking notes, and studying the assigned material. These Cognitive Preps will ask you multiple-choice questions about the assigned material. For each question, choose an answer *and* indicate your confidence level with your answer (i.e., *High, Medium, Low*). If you select a correct answer, great! If you select an incorrect answer, the correct answer will be shown to you. Based on your correct or incorrect answer, your learning plan—meaning the type and difficulty of questions—will be automatically adapted. In order to receive full credit for a Cognitive Prep, you must "complete" all concepts in the activity. There are 15 Cognitive Preps throughout the term each worth 4 points; thus, the total you may earn for Cognitive Preps is 60 points. Cognitive Preps are due each Thursday and Friday at 11:59pm.

- **Managerial Applications** (126 points, 42% of final grade)

  Throughout each module, we will have application assignments that support our learning experience. These are case applications during which you will have 60 minutes to read and/or watch (i.e., video) one or more cases and answer a series of questions. There are 15 Managerial Applications throughout the term, each worth 9 points. At the end of the term, your lowest Managerial Application will be dropped. Thus, the total you may earn for Managerial Applications is 126 points. Managerial Applications are due each Thursday and Friday at 11:59pm.

- **Module Mastery Quizzes** (105 points, 35% of final grade)

  Accompanying each module is a Module Mastery Quiz to be completed after finishing all assignments and activities associated with that module. Think of these as your opportunity to demonstrate what you have learned from each module. Module Mastery Quizzes are timed to allow 45 minutes to complete 30 multiple-choice questions. I encourage you to use the notes you take during your studying to complete these assignments. Make sure you have a stable Internet connection, as Module Mastery Quizzes may not be retaken for any reason. There are 8 Module Mastery Quizzes throughout the term, each worth 15 points. At the end of the term, your lowest Module Mastery Quiz will be dropped. Thus, the total you may earn for Module Mastery Quizzes is 105 points. Module Mastery Quizzes are due each Sunday at 11:59pm; the final Module Mastery Quiz is due on Friday at 11:59 due to the term ending date.

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1 I reserve the right to make reasonable adjustments to the Performance Appraisal as necessary as the term progresses.

Course Schedule[2]

Week	Date	Topic	Readings & Lecture PowerPoints	Assignment Due[3]
Module 1 *The Management Context* (opens Sunday, January 14)	January 18 *Thursday*	Course Orientation		Professional Introduction
	January 19 *Friday*	"Introduction to Management" (Management Basics)	1.1, 1.2, 1.3, 1.5	Cognitive Prep #1 Managerial Application: Management Basics
	January 21 *Sunday*			Module 1 Mastery Quiz
Module 2 *The Evolving Manager* (opens Sunday, January 21)	January 25 *Thursday*	"The Business Environment Then" (History of Management)	2.1, 2.2, 2.3, 2.4	Cognitive Prep #2 Managerial Application: History of Management
	January 26 *Friday*	"The Business Environment Now" (Macro, Micro, & Org Culture)	3.1, 3.2, 3.3, 3.5	Cognitive Prep #3 Managerial Application: Macro, Micro, & Org Culture
	January 28 *Sunday*			Module 2 Mastery Quiz
Module 3 *The Planning Manager* (opens on Sunday, January 28)	February 1 *Thursday*	"Objectives at All Levels" (Planning)	5.1, 5.2, 5.3, 5.4	Cognitive Prep #4 Managerial Application: Planning
	February 2 *Friday*	"Judgment of Alternatives" (Decision Making)	5.5, 5.6, 5.7, 5.8	Cognitive Prep #5 Managerial Application: Decision Making
	February 4 *Sunday*			Module 3 Mastery Quiz
Module 4 *The Organizing Manager* (opens on Sunday, February 4)	February 8 *Thursday*	"The Right People" (Human Resource Management)	8.1, 8.2, 8.3, 8.4	Cognitive Prep #6 Managerial Application: Human Resource Management
	February 9 *Friday*	"The Right Place" (Organizational Structure)	7.1, 7.2, 7.4, 7.5	Cognitive Prep #7 Managerial Application: Organizational Structure
	February 11 *Sunday*			Module 4 Mastery Quiz

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2 I reserve the right to make reasonable adjustments to the Course Schedule if necessary as the term progresses.

3 Assignments must be completed and submitted by 11:59pm EST on the date indicated. Late assignments will earn a score of 0.

Course Schedule *continued*

Week	Date	Topic	Readings & Lecture PowerPoints	Assignment Due
Module 5 *The Leading Manager* (opens on Sunday, February 11)	February 15 *Thursday*	"All It Takes" (Leadership)	10.2, 10.3, 10.4, 10.5	Cognitive Prep #8 Managerial Application: Leadership
	February 16 *Friday*	"Getting to Know Your Employees" (Individual Differences)	9.1, 9.2, 9.3, 9.4	Cognitive Prep #9 Managerial Application: Individual Differences
	February 18 *Sunday*			Module 5 Mastery Quiz
Module 6 *The Motivating Manager* (opens on Sunday, February 18)	February 22 *Thursday*	"In Exchange for Work" (Incentives)	8.6, 11.1, 11.2, 11.3	Cognitive Prep #10 Managerial Application: Incentives
	February 23 *Friday*	"Increasing Energy" (Motivation)	11.4, 11.5, 11.6, 11.7	Cognitive Prep #11 Managerial Application: Motivation
	February 25 *Sunday*			Module 6 Mastery Quiz
Module 7 *The Collaborating Manager* (opens on Sunday, February 25)	February 29 *Thursday*	"Success in the Aggregate" (Teams)	12.2, 12.3, 12.5, 12.7	Cognitive Prep #12 Managerial Application: Teams
	March 1 *Friday*	"The Crux of Connecting with Others" (Communication)	13.1, 13.3, 13.5, 13.6	Cognitive Prep #13 Managerial Application: Communication
	March 3 *Sunday*			Module 7 Mastery Quiz
Module 8 *The Controlling Manager* (opens on Sunday, March 3)	March 7 *Thursday*	"Monitoring Progress" (Control Systems)	14.2, 8.5, 14.3, 14.5	Cognitive Prep #14 Managerial Application: Control Systems
	March 8 *Friday*	"Keeping a Professional Conscience" (Ethics)	4.1, 4.2, 4.3, 4.5	Cognitive Prep #15 Managerial Application: Ethics
	March 8 *Friday*			Module 8 Mastery Quiz

School of Music

The Diverse Worlds of Music

Spring 2024 Syllabus

Part 1: Course Information

Instructor Information

Instructor: Dr. X

Office: Room #304A, School of Music
Office Hours: TBA
Office Telephone: (402) 280-2766
E-mail:
Room Foster 212

Course Description

The content of this course deals with the music of various cultures from around the world. Consideration is given to the structure and composition of music from various world cultures in terms of the basic elements of music which are melody, harmony, rhythm, timbre, texture, form, and dynamics. Additionally, the geography of each area is discussed and cultural characteristics and historical traditions of each region are presented.

Textbook & Course Materials

Required Text

- Music of the Peoples of the World, Third Edition, by William Alves. Additional reading materials will be provided by the professor via Blackboard or handouts.

Assignments

Power Point Presentation 20pts

Each student is required to present a 10-minute Power Point Presentation on a topic within the field of course study. The subject matter should be closely related to the content being examined within the course. Listed below are sample areas which may serve as the theme of the presentation.

1. A composer and his or her influential compositions
2. Social and Political Influences of that time period

3. Events or people that had a major impact on human existence
4. The evolution and modification of musical instruments
5. Genres/Types of music

Media

Use of pictures, audio, video, or an item physically brought in can be identified and defined as supplementary media. Please devote at least 2 minutes to the use of media. **5 pts**

Content

The content or subject discussed is presented in a logical order and gives an exemplary overview of the material **10pts**

Presentation

The student engages with the classroom and presents/publicly speaks in a professional manner. Things to avoid:

1. Reading off note cards or a cheat sheet paper verbatim
2. Staying on one side of the room and not moving to maintain an engaged classroom
3. Saying "um", "like", or "a" **5pts**

<u>Works Cited Page should be the last slide of Power Point Presentation</u>

Research Paper 20pts

The Research Paper coincides with the topic of your Power Point presentation. The paper (without the Title Page and Works Cited) should be a full 4 pages double spaced. The font applied can be either Calibri or Times New Roman and the document must have 1-inch margins. The Research Paper will be turned in the day of your Power Point Presentation. You should be working on both simultaneously. Here are the sections of the paper.

Title Page

The Title Page consists of your name, the course name, the title of your paper, and the date it is due. **1pt**

Introduction

A general overview of what you will be discussing. Why you chose this topic and why you consider this issue/subject/person significant and noteworthy. **4pts**

The Paper

Utilizing resources that you have discovered present your findings. Be concise and write a compelling paper that brings to light the most important issues regarding your topic. **5pts**

Conclusion

The conclusion section should be a short summary of what was examined. Please also take the time to mention your personal feelings concerning the project. What did you find interesting? **5pts**

Works Cited

Please document a list of sources used for the Research Paper and Power Point Project. The format applied on this reference page is the MLA Style (Modern Language Association). **5pts**

Here is a useful website that will help you in the MLA citation process. https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Linked below is a sample citation to function as a guide while creating your Works Cited. https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_sample_works_cited_page.html

Homework Assignments/Attendance 5pts

At the conclusion of each class there may be a short assignment associated with the subject matter examined. Attendance also accounts for a portion of the Homework grade. There will also be a research paper reflection assignment at the end of the course.

Concert Attendance and Report 15pts

Please attend one concert within the School of Music.

The Concert Attendance Report will be a one-page paper describing your experience at the concert. Feel free to write about what you saw, heard, liked, and disliked. This is a wonderful way to reflect on the musical experience and speak openly about your opinions. The Concert Attendance Report should be turned in no later than one week after the performance.

Assessment

Midterm and Final Exam Both 20pts = 40pts

The Final Exam will both comprise of three different sections.

1. Listening

2. Multiple Choice

3. Writing

Online Resources

Power Point presentations and other various supportive material will be found on the Blackboard website.

Part 2: Student Learning Outcomes

- Students will be able to demonstrate a comprehension of various composers and their musical works within the history of western and nonwestern music.
- Students will understand the impact of historical events and social normality on the compositional process.
- Students will be able to listen to recordings and identify the compositional style, time period, probable composers, and instrumentation.
- Students will be able to connect other subjects to music including literature, art, philosophy, and science.
- Students will apply learned music terminology when writing or discussing music.

Part 3: Topic Outline/Schedule

- **Wed Jan 17th**: **Go Over Syllabus Chapter 1**
- **Mon Jan 22th: Chapter 6**
- **Wed Jan 24th: Chapter 6**
- **Mon Jan 29th: Chapter 7**
- **Wed Jan 31st: Chapter 7**
- **Mon Feb 5rd: Europe/America**
- **Wed Feb 7th: Europe/America**
- **Mon Feb 12th: Europe/America**
- **Wed Feb 14th: Europe/America**
- **Mon Feb 19th: Europe/America**
- **Wed Feb 21th: Europe/America**
- **Mon Feb 26th: Europe/America**
- **Wed Feb 28th: Europe/America**
- **Mon Mar 4st: Europe/America**
- **Wed Mar 6th: Midterm**
- **Mon Mar 11th: Spring Break**
- **Wed Mar 13th: Spring Break**
- **Mon Mar 18th: Chapter 12**
- **Wed Mar 20th: Chapter 12**
- **Mon Mar 25th: Chapter 13**
- **Wed Mar 27th: Chapter 13**
- **Mon Apr 1st: Chapter 14**
- **Wed Apr 3rd: Chapter 14**
- **Mon Apr 8th: Chapter 15**
- **Wed Apr 10th: Chapter 15**
- **Mon Apr 15th: Presentations**
- **Wed Apr 17th: Presentations**
- **Mon Apr 22th: Presentations**
- **Wed Apr 24th: Presentations**
- **Mon Apr 29th: Presentations**
- **Wed May 1st: Presentations**

- **May 6ᵗʰ-9ᵗʰ FINAL EXAM WEEK**

Part 4: Grading Policy

Graded Course Activities

Points	Description
15	Concert Attendance Report
5	Homework
20	Power Point Presentation
20	Research Paper
20	Midterm
20	Final
100	Total Points Possible

Late Work Policy

Please play close attention to deadlines. Homework is due the following class. **No late work will be accepted.**

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	0-59%

Accommodations

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact John Dixon, Executive Director of Human 4 Resources and Institutional Equity, at john.dixon@eku.edu or contact the Office of Institutional Equity at 859-622-8020.

Mental/Physical Wellness Resources

Eastern Kentucky University is committed to the wellbeing of all students. Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for after-hours assistance contact:

Academic Integrity Statement

EKU is committed to the Academic Integrity policy in this course. Students can find this policy at https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.3acr_academic_integrity_0.pdf. For help with understanding how this policy works, contact the Office of Student Conduct at https://studentconduct.eku.edu/.

Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct.

The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming.

EKU Counseling Center After Hours Urgent support line: (859) 622-1303 National Suicide Hotline: (800) 273-8255 or dial 988 EKU Student Health Services: (859) 622-1761 EKU Psychology Clinic: (859) 622 2356 EKU Counseling Center: (859) 622-1303 EKU Women's Health Clinic: (859) 622-1761

To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu/. EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity. If you would like to obtain confidential help from someone who does not have to report the information, please go to http://titleix.eku.edu/resources for resources.

FOUNDATIONS OF MUSIC
MUS 878, 3 Credits – Fall 2023

Asynchronous Online   Instructor: **Dr. X**
                                                      Office: Foster
                                                      Phone: 859-622-xxxx (office)
                                                      Email:
Final Project due November 26   Office Hours: MWF, 11:00-12:00
                                                                or by appointment

Course Description

MUS 878 *Foundations of Music* is a graduate level class designed to provide students with fundamental knowledge related to the field of music and music pedagogy. The course will provide students with information related to broad and salient topics in music education, including history, philosophy, sociology, learning psychology, curriculum, assessment, and methodology. The course will consist of online meetings, Blackboard discussions and assignments, as well as the use of other assigned Internet resources. Prerequisite: Graduate level standing or instructor approval.

Required Texts and Materials

- Ableles, F. & Custodlero, L. (2021). *Critical Issues in Music Education*. New York: Oxford University Press.
- Regular access to EKU's Blackboard learning site

Student Learning Outcomes

Upon successful completion of MUS 878, students will:

- Explain the history of music education in the United States and abroad, including key events that and figures that have shaped the course of history
- Identify leading figures in music philosophy and their contributions to the field of music
- Describe popular methods and approaches for music teaching, and salient components from each
- Recognize relationships between music learning, music consumption, and the broader society
- Relate current research in educational psychology to the field of music
- Develop and refine a personal philosophy of music education
- Synthesize and apply course topics to an area of personal interest

Course Requirements
1. Read assigned text and other materials as assigned.
2. Discussions (12)
3. Quizzes
4. Blogs, Wikis, and Essays
5. Personal Philosophy of Music Education
6. Final Project and Presentation

Grading
Evaluation of progress in this course is based upon familiarity with content presented in class and through assigned readings as evidenced by participation in discussions, quizzes, and papers. Active involvement in the class is **required.** Grades will be assigned as follows:

Grade Scale	Assignment Type	Points
A – 90%-100%	Discussions	100
B – 80-89%	Assessments	200
C – 70-79%	Assignments	400
D – 60-69%	Philosophy Paper	100
F – <59%	Research Project	200
		1000

Assignments are due on the dates scheduled (see Course Calendar and Checklist). Late assignments will be reduced one letter grade within a week of the due date, and 2 letter grades within 2 weeks of the due date. Any missed course requirement or assignment may result in a lowered grade. *All assignments must be word processed and submitted via electronic means unless specified otherwise.* Keep copies of all work. Students are encouraged to consult the Blackboard "My Grades" for the most current reflection of their grade.

It is the responsibility of the student to keep up to date on assignments.

Communication
An official EKU e-mail is established for each registered student, faculty member, and staff member. All university communications sent via e-mail will be sent to this EKU e-mail address. When you ask a question of the instructor, whether it is via the General Help Forum, e-mail, phone, or other method, you can expect a response within 24 hours, Monday through Friday. If you do not receive a response within 24 hours, contact the instructor again, as the message may have gotten lost in transit.

Course Drop Policy
Please see current information here:
https://colonelscompass.eku.edu/deadlines-adddrop-refunds

ACCESSIBILITY ACCOMMODATION STATEMENT
Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

ACADEMIC INTEGRITY STATEMENT
EKU is committed to the Academic Integrity policy in this course. Students can find this policy at https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.3_academic_integrity.pdf. For help with understanding how this policy works, contact the Office of Student Conduct at https://studentconduct.eku.edu/.

DISCRIMINATION AND HARASSMENT, TITLE IX, AND PREVENTION STATEMENT
EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu/.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to http://titleix.eku.edu/resources for resources. The Policy on Discrimination and Harassment is available here.

To make reports of incidents that might implicate the Policy on Discrimination and Harassment, for students needing accommodations related to pregnancy, and/or for quesstions or information about Title IX or the Policy on Discrimination and Harassment, please contact:
Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
Jones 416
Lindsey.Carter@eku.edu
859-622-8020

COURSE CALENDAR

W	Topic	Assignments Due
1	8/14 Set up & Drop/Add Week	
2	8/21 Introductory Module	Read all Bb items under "Start Here" Complete Introductory Discussion Forum
3	8/28 Module 1 – Historical Perspectives	Read CIME chapter 1 and associated articles Quiz – History of Music Education
4	9/4	Assignment – History of Music Education Timeline
5	9/11 Module 2 - Philosophical Perspectives	Read CIME chapter 3 and associated articles Assignment – Philosophers in Music Education Quiz - Rationale for Music Education Discussion Board 2 – Trends in Music Education
6	9/18 Module 3 – Sociology in Music Ed Lesson 1 – Sociocultural Perspectives of Music Education	Reach CIME Chapter 2 Assignment – Participatory Culture Quiz – Sociology Theories
7	9/25 Module 3 – Sociology in Music Ed Lesson 2: The Learner in the Community	Read CIME Chapter 5 DB: The learner in the community Assignment – Response to Yo Yo Ma & Nancy Hanks
8	10/2 Module 4 – Learning & Development Lesson 1 – The Music Learner	Read CIME chapter 4 Discussion Board – The Music Learner Quiz – Meaning and Experience
9	10/9 Module 4 – Learning & Development Lesson 2 – Musical Development	Read CIME chapter 6 Discussion Board – Musical Development Quiz – Music Learning and Development
10	10/16 Module 5 – Curricular Approaches Lesson 1 – Curriculum and Assessment	Read CIME Chapter 7 & 8 Discussion Board – Music Curriculums Assignment - Assessment
11	10/23 Module 5 – Curricular Approaches Lesson 2 – Methods and Approaches	Read CIME chapter 9 Assignment – Active Music Making Discussion Board – Methods
12	10/30 Module 6 – Choosing Literature	Read CIME chapter 10 Discussion Board – Choosing a program Assignment – Final Project Idea
13	11/6 Module 7 - Professional Development & Personal Philosophy	READ CIME chapter 14 Discussion Board – Professional Development Assignment - Personal Philosophy
14	11/13 Final Projects	
15	11/20 Final Projects	Final Project due by Sunday, November 26, 11:59pm

Assignments, Quizzes, and Final Projects are due by 11:59pm Sunday
Discussion Board posts are due by 11:59pm Sunday, and replies are due by 11:59 Tuesday

Course Calendar

W	Topic	Assignments Due
9	10/9 Module 4, Lesson 1 – The Music Learner	Read CIME chapter 4 Discussion Board – The Music Learner Quiz – Meaning and Experience
10	10/16 Module 4, Lesson 2 – Musical Development	Discussion Board – Musical Development Quiz – Music Learning and Development
11	10/23 Module 5, Lesson 1 – Curriculum and Assessment	Read CIME Chapter 7 & 8 Discussion Board – Music Curriculums Assignment - Assessment
12	10/30 Module 5, Lesson 2 – Methods and Approaches	Read CIME chapter 9 Assignment – Active Music Making
13	11/6 Module 6 – Tools for Teaching	Read CIME chapter 10 Discussion Board – Choosing a program Assignment – Final Project Idea
14	11/13 Module 7 - Professional Development & Personal Philosophy	READ CIME chapter 14 Discussion Board - Assignment - Personal Philosophy
15	11/20 Final Projects	

Assignments, Quizzes, and Final Projects are due by 11:59pm Sunday
Discussion Board posts are due by 11:59pm Sunday, and replies are due by 11:59 Tuesday

ASSIGNMENT CHECKLIST

Mod		Assignment	Pts	Grade
Intro	D	Intro Discussion Forum (Post and 2+ replies)	20	
1	D	Discussion Forum 1: Developing TPACK (Post and 2+ replies)	20	
2	D	Discussion Forum 2: Technology Fundamentals (Post and 2+ replies)	20	
	A	Technology Critique Paper	25	
3	D	Discussion Forum 3: Creating Music (Post and 2+ replies)	20	
	A	Creating Music Mini-Research Project	50	
	D	Discussion Forum 4: Creating Project (Post and 2+ replies)	20	
	P	Lesson Plan 1 (Creating Music)	50	
4	D	Discussion Forum 5: Performing Music (Post and 2+ replies)	20	
	A	Performing Music Mini-Research Project	50	
	D	Discussion Forum 6: Performing Project (Post and 2+ replies)	20	
	P	Lesson Plan 2 (Performing Music)	50	
5	D	Discussion Forum 7: Responding to Music (Post and 2+ replies)	20	
	A	Responding to Music Mini-Research Project	50	
	D	Discussion Forum 8: Responding Project (Post and 2+ replies)	20	
	P	Lesson Plan 2 (Responding to Music)	50	
6	D	Discussion Forum 9: Assessment (Post and 2+ replies)	20	
	A	Assessment App Mini-Research Project	50	
	D	Discussion Forum 10: Assessment Software Tutorial (Post and 2+ replies)	20	
	F	702 only – Topic submission	25	
7	D	Discussion Forum 11: Instructional Design (Post and 2+ replies)	20	
	F	702 only – Progress Assignments #1	50	
	D	Discussion Forum 12: Copyright Law (Post and 2+ replies)	20	
	P	Unit Plan Draft	50	
	F	702 only – Progress Assignments #2	50	
8	D	Discussion Forum 13: Professional Development (Post and 2+ replies)	20	
	P	Unit Plan Final	150	
	F	702 only – Progress Assignments #3	50	
9	D	Discussion Forum 14: Final Reflection (Post and 2+ replies)	20	
	F	502 only – Personal Philosophy of Music Education Draft	20	
	F	702 only – Progress Assignments #4	50	
	F	502 only – Personal Philosophy of Music Education Final	100	
	F	702 only – Final Project	100	
		Total	1000/1200	

Assignments, Quizzes, and Final Projects are due by 11:59pm Sunday
Discussion Board posts are due by 11:59pm Sunday, and replies are due by 11:59
Tuesday

EASTERN KENTUCKY UNIVERSITY

COLLEGE OF HEALTH SCIENCES
SCHOOL OF NURSING
Course Syllabus for NSC 442
COMPLEX HEALTH SYSTEMS
CRN: 21692 (E-Campus Online)
3 Credit hours
Spring 2024

PROGRAM: BSN (RN-BSN PATHWAY)

FACULTY OF RECORD/COURSE LEADER:
RHONDA MCGUIRE MSN, RN
OFFICE: ROWLETT 222
EMAIL: Rhonda.McGuire@eku.edu
PHONE: 859-622-1838 *BSN OFFICE

OFFICIAL EMAIL:

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via email will be sent to the EKU email address.

EKU Syllabus Statements

The most up-to-date syllabus statements can be found on EKU's Syllabus Statements page. This syllabus was created in compliance with these policies and EKU's syllabi policy. Please review the following below:
- Accessibility Accommodation Statement
- Academic Integrity
- Non-Discrimination and Harassment, Title IX, and Prevention Statement

COURSE DESCRIPTION & PREREQUISITES:

Synthesis of professional nursing care competencies to address human diversity and manage care in today's complex health systems

Prerequisites: NSC 340, 440, 445, and 486, each with a minimum grade of "C"
Co-requisites: NSC 442C

DATES RELATED TO WITHDRAWAL:

Refer to the http://colonelscompass.eku.edu/ for semester dates.

Students repeating NSC 442 must also enroll in NSC 442C and the most recent grade in these two corequisites will be applied toward student's GPA.

NSC 442 and NSC 442C are co-requisite courses. Students must withdraw from both NSC442 and NSC 442C.

STUDENT LEARNING OUTCOMES:

The following list comprise the student learning outcomes (SLOs) for NSC 442 and NSC 442C, co-requisites for COMPLEX HEALTH SYSTEMS. At the conclusion of this didactic course, through readings, discussion boards, learning activities, and writing assignments, the student will be able to:

- Demonstrate self-care, professionalism, accountability, and competence in nursing practice with a commitment to advancing the profession of nursing and respecting clients' rights to self-direction and decision-making.
- Synthesize communication, collaboration, critical thinking, research, leadership, and teaching/learning knowledge when functioning as a leader or member of an intra/inter-professional health care team.
- Evaluate safe effective, quality health care for complex clients.
- Examine the impact of ethical and legal issues on complex health care and nursing practice.
- Use the nursing process, evidence-based nursing practice, critical thinking, research methodologies, informatics, and health care technology to provide therapeutic interventions across levels of prevention, predict outcomes, and influence the care of patients with complex health problems.
- Synthesize knowledge of systems including sociopolitical, cultural, and epidemiologic systems, and health care economics when analyzing complex care situations.
- Advocate for improved care for complex care patients.

(These SLOs are also included in NSC 442c Complex Health System Clinical)

COURSE TECHNOLOGY:

It is the student's responsibility to have the following throughout the online program:
- Adequate computer capability and compatibility, including Microsoft 365 applications available via download from EKU IT (859.622.3000)
- High-speed internet connection with direct cable connection capability for live interactive sessions and examinations.
- Web camera
- Head set with microphone

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This is an interactive course and we highly recommend accessing the course through Blackboard multiple times per week. If for some reason the student cannot access the course site at home due to computer breakdown or other circumstances, it is the student's responsibility to access the site through other means (e.g., going to a local public or school library). This course has significant reading and writing/communications requirements; students must plan time for interactions and completion of assignments weekly.

TECHNICAL SUPPORT:

If you encounter any technology issues in this course, EKU's IT Service and Support can be the first step to find help. You can reach them at 859-622-GEEK (4335) or by emailing geeks@eku.edu. You can also explore solutions for Blackboard specifically, by visiting EKU's Student Basics Quickstart Guide and the Blackboard Learn Help Center. In this course we use the "Original Course View" rather than the "Ultra Course View," so be sure to look for resources that reflect that original course view.

COURSE MATERIALS:

American Psychological Association. (2020). *Manual of the American Psychological*

Association (7th ed.). American Psychological Association.

ISBN 978-1-4338-3216-1

EKU BOOKSTORE:

Textbooks are free for all EKU undergraduate students through the BookSmart Program. **Please note that if students fail to return books per program guidelines, they will be required to pay for them**. Please refer to the following link for additional information:
https://advantage.eku.edu/books

Official EKU Bookstore Information:
Telephone: (859) 622-2696
Fax: (859) 622-2660
E-mail: ekubooks@eku.edu
Website:
http://eku.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19060&catalogId=10001

EKU TUTORING SERVICE:
As an online student at EKU, you have access to completely free online tutoring services.
  Noel Studio's Online Consultation
  The Noel Studio offers synchronous (real-time) consultations for eCampus and regional campus students who cannot reasonably be expected to attend face-to-face consultations

in the Noel Studio. Students may schedule an online consultation by contacting the Noel Studio at (859) 622-7330 or online at http://www.studio.eku.edu.

BARTLEBY RESOURCES
Bartleby® is a digital suite of study, homework, and writing tools created by Barnes & Noble Education. Students can chat 24/7 with personal tutors on-demand. You can access the Bartleby® tutoring service by clicking on the Bartleby 24/7 Homework Help link under the "Tools" menu option in your Bb course site.

EKU CENTER FOR STEM EXCELLENCE
The EKU Center for STEM Excellence offers free academic support for current EKU students in science, technology, engineering, and mathematics. At the STEM Center, trained peer leaders and learning assistants provide peer-to-peer academic tutoring for many STEM courses and assistance with EKU platforms including Blackboard, myEKU, and DegreeWorks. Students can visit the Science Building (SCIBD Atrium) from 9 a.m. – 5 p.m. Monday – Thursday and from 9 a.m. – 1 p.m. on Friday for assistance; no appointment needed! Visit our website (https://success.eku.edu/portal/stemcenter) for a full list of current tutoring services, scheduled review sessions, skill-building workshops, and other resources. Anatomy models, chemistry molecular model sets, calculators, and other learning resources are available at the Welcome Window. Stop by the SCIBD Atrium or email stemcenter@eku.edu with questions.

STUDENT SUCCESS CENTER:
The Student Success Center, located on the ground floor of the library, provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 150 courses, as well as other services including mentoring, workshops, study space, computer use, and with any questions related to your college experience. Drop-in visits are welcome, and no appointment is necessary.

EVALUATION METHODS:

Weighted Course Assignments: (add the specific assignment breakdown here)

Course Requirements	Points Possible	Course %
IHI Open School On-line modules (4 modules)	25 points each	25%
System Assessment Homework	40	15%
Complex Health System Discussion board	100	15%
QI Education Plan Paper	100	30%
RN to BSN Program Exit Exam	100	15%
		100%

GRADING SCALE:

Letter grades for this course will be assigned in accordance with the policy of the EKU School of Nursing.
A minimum final course grade of 75% (grades will be truncated, no rounding up) in the course must be achieved for students to progress. If a student does not receive a final grade of C or better in this course, the clinical co-requisite course must also be repeated. Refer to the RN to BSN Student Handbook for the policy on Readmission, Progression, and Academic Standards.

    A = 90 – 100%
    B = 80 – 89%
    C = 75 – 79%
    D = 63 – 74%
    F < 63%

STUDENT PROGRESS:

The course Faculty of Record will provide students with information on their progress in this course via Blackboard a least one time prior to mid-point.

VIEWING YOUR GRADES IN BLACKBOARD:

You may view your current grades at any time under the Tools button on Blackboard in the My Grades Link.

ATTENDANCE POLICY:

Per the University's policy (https://policies.eku.edu/policies), the EKU Registrar's Office must be notified of any student who does not attend the first day of class for administrative withdrawal in the course. In the on-line environment this means that if students do not complete the first graded assignment (i.e. on-line syllabus quiz) by the scheduled due date in week one, the faculty of record/primary course leader will drop the student from the course. If there is any reason a student is unable to complete the first graded assignment by the scheduled due date in week one, prior approval must be obtained to avoid faculty/administrative withdrawal.

Students are expected to participate in all weekly and group assignments in all courses. Individual participation in group assignments is required; failure to do so may result in a grade reduction. This is not a correspondence course; there are weekly assignments with weekly due dates. It is expected that all assignments be submitted on-time (see late assignment section of the syllabus for more detail). Students should be prepared to provide appropriate verification/documentation of any absence/missing an assignment.

Students should make every effort to attend every class, whether online or in person. An acceptable excuse is an illness (including self-isolation or quarantine), a University provided excuse, or an emergency resulting in unavoidable absence. Students will not receive a grade

penalty for missing class due to self-isolation or quarantine but should notify the instructor as soon as they are aware of the need to miss class. Students are expected to make up missed work.

MENTAL/PHYSICAL HEALTH RESOURCES:

Eastern Kentucky University is committed to the wellbeing of all students. Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for after-hours assistance contact:

EKU Counseling Center After Hours Urgent support line: (859) 622-1303
National Suicide Hotline: 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services: (859) 622-1761
EKU Psychology Clinic: (859) 622-2356
EKU Counseling Center: (859) 622-1303
EKU Women's Health Clinic: (859) 622-1761

ACCESSIBILITY ACCOMMODATION STATEMENT:

For current policy please refer to the following link:

http://www.acaidemicaffairs.eku.edu/syllab/

ACADEMIC INTEGRITY POLICY:

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course.

For current policy please refer to the following link: http://studentconduct.eku.edu/academic-integrity-policy

  Questions regarding the policy may be directed to the Office of Academic Integrity.

NON-DISCRIMINATION AND HARASSMENT, TITLE IX, AND PREVENTION STATEMENT

For current policy please refer to the following link:

https://academicaffairs.eku.edu/syllabi

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SCHOOL OF NURSING POLICY ON CLASSROOM CODE OF CONDUCT:

Refer to the Baccalaureate RN-BSN Nursing Student Handbook for the policy on Classroom Code of Conduct.

UNAUTHORIZED CLASSROOM VISITORS

Children and unauthorized visitors are not permitted to attend any School of Nursing class or clinical experience.

SOCIAL MEDIA POLICY for SCHOOL of NURSING

1. SON students must not transmit or place online individually identifiable patient or clinical agency information.

2. SON students must observe ethical and professional student-faculty and student-patient boundaries online. Online social media contact with faculty or patients blurs these boundaries, as defined by the American Nurses Association Code of Ethics (2015) and National Council of State Boards of Nursing Social Media Guidelines (2012).

3. SON students should understand that patients, colleagues, organizations and employers may view postings.

4. SON students must be aware that social networking venues are shared by patients, faculty, colleagues, and the public. Privacy settings should be utilized to separate personal and professional information online.

5. SON students should bring content that could harm a patient or student's privacy, rights, or welfare to the attention of appropriate authorities.

ANNUAL LICENSURE VERIFICATION:

RN-BSN students are expected to maintain an RN license from an approved state that is free and unrestricted, meaning that it has not been subject to reprimand, revocation, probation, suspension, restriction, limitation, disciplinary action, discretionary review/hearing or encumbrance nor had any type of complaint filed against it. Students who fail to maintain current, free and unrestricted licensure and verification documentation will be dismissed from the pathway (even if it is the first or final semester).

EKU STUDENT IDENTIFICATION (ID) BADGE:

Any time a student engages with the public or an agency, in the capacity of a student, they must have an identification (ID) badge acknowledging them as an EKU RN to BSN student; even if this is at their current place of employment. Name badges must have the student's legal name (nicknames are not permitted).

To obtain an official EKU RN to BSN student badge, students will be required to apply for the badge through the RN to BSN Portal during their second semester in the pathway. Students beginning clinicals in the fall semester must submit by May 1. Students beginning clinicals in the spring semester must submit by September 1. An official EKU ID badge must have the student's picture. Your academic advisor will be assisting you through the process of uploading an appropriate jpeg picture (headshot) into the EKU RN to BSN Portal. If a student would like to use a shorter form (eg. Beth rather than Elizabeth) or their middle name placed on the official ID badge, you may request that when completing the application for the official badge. If a student has an official/formal change in their last name, the student must complete a name change through the Registrar's office before an official name change on the ID badge can occur. The cost of the badge will be added to the EKU student's account. If a student loses the badge, a replacement badge will be required at an additional cost to the student.

PROFESSIONAL LIABILITY INSURANCE (PLI):

Students will not be allowed to attend clinical experiences unless they have purchased professional liability insurance through Eastern Kentucky University The time period for the coverage is August 15 of a given year to August 14 of the next year; no pro-rating for partial year coverage is possible. The insurance covers only clinical experiences which are part of scheduled classes. The insurance will no longer be in effect if the student withdraws from school or graduates. Refer to the RN to BSN Nursing Student Handbook for the Required Documentation for Clinical/Clinical Agency Placement Requirements

REQUIRED DOCUMENTATION FOR CLINICAL/CLINICAL AGENCY PLACEMENT:

For courses requiring a clinical co-requisite component (NSC 442/442C) students must adhere to all clinical placement guidelines and timelines. Students must submit evidence of compliance with immunization requirements, screenings, CPR certification, background check, drug screening, and health insurance certificate/letter of coverage with application for admission to the clinical nursing sequence (see Admission and Progression policies for pre-licensure and registered nurse students). **All records must be current and cannot expire anytime during the semester in which the student is enrolled in a clinical nursing course. It is the student's responsibility to provide updates on expired requirements. Updates are required to be submitted by May 1 for fall clinicals and September 1 for spring clinicals.** Failure to do so will result in the student not being eligible to continue in the nursing pathway. Students progressing in the pathway who do not meet these deadlines are subject to disenrollment from their clinical nursing courses. All students must purchase professional liability insurance through EKU, while enrolled in clinical nursing courses. Clinical documents verifying compliance with immunizations, tuberculosis screening, CPR, medical

insurance coverage, urine drug screening, background check and other requirements must be submitted to *CastleBranch* by May 1 for fall clinicals and September 1 for spring clinicals. It is the student's responsibility to provide updates as indicated. **A specific and detailed listing of clinical preparation requirements and documentation is provided in the RN-BSN Student Handbook.**

DRESS CODE:

Eastern Kentucky University Baccalaureate Nursing RN-BSN Students must demonstrate professionalism and accountability in all clinical encounters. When attending any clinical experience, RN-BSN students are expected to maintain a professional appearance. This includes dressing in business professional attire, unless a specific uniform or dress code is required by the clinical agency. The EKU RN-BSN student must always wear the EKU RN-BSN issued name tag when conducting all clinical encounters.

FACULTY/STUDENT CORRESPONDENCE:

Effective communication between students and faculty is essential to the teaching-learning process.

OFFICIAL EKU EMAIL:

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address. Any email correspondence from the student regarding the course, must include the specific course ID (ex: NSC 486) followed by a space and a distinctive subject (e.g., NSC 486 Health Issue Paper – Nightingale).

All emails with questions or concerns should be directed to your course facilitator. He or she will respond normally within 24-48 hours. If you have not received a response after this time period, or if the need is urgent, contact the Faculty of Record/Course Leader for assistance. Students are expected to check their EKU student email daily. This is the primary means of all communication in an online learning environment.

Faculty will routinely post messages/updates of interest to all students within the announcements tab on Blackboard. Please check Backboard regularly for updates in reading and assignments before contacting faculty. Course Faculty will also utilize other modalities such as Blackboard Virtual Office and web based conferencing video technology (Ex: Zoom) to correspond with students throughout the course. It is the expectation that all students will read/watch the updates and promptly read all emails from the faculty.
PLEASE NOTE: Students are held accountable for important information communicated in this manner. Failure to do so may negatively impact assignment grades in all courses.

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Students may schedule conferences with faculty at any time during the semester. If a student has questions or difficulty, relevant to this course, the student should schedule an appointment with faculty as soon as possible. This conferencing may occur by web based technology, or by phone, but must be scheduled in advance by email. To schedule a faculty conference at any time, students must email assigned faculty directly.

All correspondence in emails, Virtual Office, Class Lounge and Discussion Boards, and by phone shall be civil and professional in nature. No cursing or demeaning comments are to be included with such correspondence.

STUDENTS PARTICIPATE IN THIS COURSE BY AGREEING TO THE FOLLOWING:

- Thoroughly review and utilize the course syllabus
- Complete required weekly reading and lecture/video assignments as scheduled.
- Maintain adequate and functional computer capability at all times.
- Maintain a working e-mail address accessible by the EKU Blackboard Learning System. The Academic Orientation in Blackboard and Blackboard tutorials are available for learning to use Blackboard.
- Participate in all class activities; including interactive and group sessions
- Submit assignments on schedule per the due date and time.
- Submit written assignments through the *Safe Assign* advanced plagiarism prevention system within Blackboard.
- Monitor and read all faculty and facilitator e-mails and respond promptly (within 24-48 hours)

COURSE REQUIREMENTS AND TEACHING METHODS:

This course is 100% on-line with students expected to use EKU's Blackboard course management system for all coursework. This course is designed using an Active Learning Pedagogy that maximizes the interaction of the student with the course materials. The course includes components to improve student skills in the areas of in-depth reading, critical and creative thinking, and writing across the disciplines (i.e., informal and formal writing assignments across a number of different genres). Students will need to spend adequate time to achieve the course objectives. It is estimated that the student should devote at least 3-4 hours per credit hour; meaning for a 3 credit hour course the student should plan on 9-12 hours per week to be successful. This class will consist of weekly PowerPoint lectures, readings, online videos, Discussion Boards and writing assignments as detailed under the Weekly Lessons. Students are expected to complete all assigned readings, view assigned videos, and submit assignments on dates due.

All assignments that need to be completed and submitted during the course (i.e., readings, videos, PowerPoints, Discussion Board questions, and writing assignments) are posted in Blackboard. Once you have completed each assignment you will submit your work directly through the Blackboard system. Assignments submitted as email attachments will **NOT** be accepted unless specifically authorized by the faculty.

Internet Explorer does not function well for working within Blackboard. Instead utilize Mozilla Firefox web browsing for Blackboard. Download is free. If you need assistance with downloading Mozilla Firefox, please visit the EKU Blackboard homepage or contact EKU IT directly at 859-622-3000.

Virtual Office:

The Virtual Office discussion forum is used to post questions to the instructor about the course. Posting them here will allow others who might have similar questions to see the questions and responses. Your instructor will check the Virtual Office frequently to answer any questions that may have been posted. In many cases your classmates may be able to provide assistance. Nothing posted in the Virtual Office is graded.

Class Lounge:

The Class Lounge discussion forum is a place to get to know your classmates. As is the case with the Virtual Office, nothing in this Class Lounge Discussion Board will be graded. The Class Lounge is analogous to the student center on campus: a place to socialize with other students. In Week 1 of the courses students may be required to post a short biography (virtual introduction) to the Class Lounge.

LIVE SCHEDULED SESSIONS:

During this course there may be **live scheduled times** for students to meet via internet technology. Sessions are provided to review the course requirements and to correspond effectively with faculty and/or student group members when conducting a group project. Utilizing these formats will allow students an opportunity to meet directly with faculty and fellow students. This technology can provide a synchronous (live) virtual session. **For these sessions, a computer with a camera and headset access will be needed.**

- *Zoom Conferencing:* Web-based Conferencing sessions will be used to provide course overview and orientation sessions for students throughout the online program. Students will be sent a direct web link to join the *Zoom* web based conferencing session with faculty and student colleagues on specified dates and times. Students are expected to

participate in the live sessions and are responsible for viewing recorded sessions when they are posted for review.

- *Collaborate Conferencing*: May also be utilized by course faculty and allows students to communicate live virtually for group projects (does not require faculty to be present). Students can talk face to face from a computer, smartphone, or tablet. All a student needs is to log-in to the Blackboard course and click on a *Collaborate* session link. Instructions for using collaborate can be found under the course documents tab in Blackboard.

WEEKLY LESSONS AND ASSIGNMENTS:

Course weeks officially begin on Monday and end on Sunday EXCEPT the last week (8) of class, which will end on Friday at 6:00 PM. Written work will be due on either a Tuesday or Friday by 12:00 noon Eastern Standard Time. Each week of this course will have a detailed plan located in the Weekly Lessons and Assignments tab in the Blackboard course site. The lessons contain objectives, key terms, tasks, and any necessary assignments to be completed.

DETAILED COURSE REQUIRMENTS AND RUBRICS:

- **WEEKLY ASSIGNMENTS & RUBRICS**

IHI Modules
In this course you will complete 4 modules offered by the IHI about patient safety and quality improvement. You will find instructions on how to register for these modules in your weekly folder. **Students only need to register once, if already registered in a previous course you do not need to register again. Once registered, students will be able to access and complete the assigned modules via the following link:**
http://www.ihi.org/education/ihiopenschool/Pages/default.aspx

Upon completion of each course you will receive an electronic completion certificate from the IHI. You will upload a pdf file containing the completion certificate via the assignment link in blackboard. Each module completion certificate will be assigned 25 points. Combined the IHI modules will be worth 25% of the course grade. The 4 required modules for this course are:
- QI 103: Testing and measuring change with PDSA cycles
- QI 104: Interpreting data
- PS 105: Responding to adverse events
- TA 101: Introduction to the Triple Aim for Populations

Discussion Board assignment

Students will complete one discussion board assignment related to Complex Health Systems in Blackboard, which will engage in providing peer to peer interaction and feedback with their colleagues. Details on the specific discussion board question can be found in the weekly assignment folder and in Discussion Board.

Discussion board postings should be based on knowledge gained during this course from assigned readings, videos, professional websites, and additional literature/research the student obtains to address the assigned question. DB assignments are not formal APA papers, however students should always include with any written document, appropriate APA citations and references. If students choose to attach a word document, please make sure your name is included on the word document via a page header (1-2 pages, 12 font New Times Roman, double spaced).

General Criteria (each DB assignment is worth 100 points and each is worth 15% of the grade):
- *Substantial Initial Post (40 points):* In order for the initial post to be considered substantial it needs to demonstrate a clear understanding of the topic based on professional knowledge, not personal opinion. The post should clearly cover the DB topic criteria elements and include APA in-text citations and full references at the end of the post. Please make sure all elements of the question are addressed in the initial post, which can be found within the weekly lessons.
- *Feedback Response Post (40 points):* Students are to submit a response post (to one peer) that moves the discussion forward (elements can be found within the weekly lessons). The posting must respond to and expand on the peer's ideas. This means you should not just restate what the initial post says but add additional concepts or clarification that either support or expands the topic from the literature (should have at least one new citation and reference from a professional source). Responses are to be respectful when offering suggestions, constructive feedback, questions, or opposing viewpoints. Comments like "I agree" or "Good thought" would not be considered ones that would move the discussion forward. However, you may of course post these brief thoughts and they are appreciated. It is fully acceptable to disagree with other students' correspondence, but it should be done in a positive, constructive manner. All correspondence in Discussion Boards shall be professional in nature.
- *Credible Posts (20 points):* Students writing should be clear and concise with proper paragraph construction and no distracting errors in grammar, spelling, and punctuation. Full APA format is not required for DB posts; however APA formatting is required for in-text citations and full references (no cover page is necessary, however include student name in a header). References should be from credible professional sources and within the past 5-8 years, unless it is important to cite original work such as original theory, models, or frameworks (which may be older). Data should be the most currently released (this may not be what is in the course text). Full references are to be cited at the bottom of each discussion board posts. Students should have at minimum the following number of professional resources for your discussion board posts:
  - Initial post – should have at least two (2) professional sources, with one (1) from the literature the student has found (not part of any resources provided, such as the course texts, PowerPoints, videos, and websites).

   ○ Response post – should have at least two (2) professional sources, with one (1) from the literature or professional organization the student has found; again, cannot be a source already presented in the course or used by the other student in the initial post.

QI Education Plan Paper

During this course, students will submit a formal written *Quality Improvement Education Plan Paper*. This assignment will demonstrate the student's ability to synthesize and apply content from the RN to BSN program to a direct patient care quality health or patient safety issue. **The formal QI Education Plan paper will be based on the clinical QI Education Plan project in NSC 442C course.**

This written assignment should be no more than 12 pages, including the cover page, abstract, and reference page. The paper will be worth 100 points and represents 30% of the final grade. The document should follow APA formatting. The paper should use a minimum of 5 scholarly references to support their discussion.

The formal written QI Education Plan paper should describe the clinical project from the corresponding NSC 442C course and evaluate the dissemination activity. The QI Education Plan paper should include the following element

	Unsatisfactory			C	B	A
	Not included and not accurate	**Incomplete, most elements not addressed**	**Incomplete, some elements not addressed**			

Introduction (10 percent possible of total grade)
 	
1. Identification of the problem
2. Describe relevant data to support the problem
   • Incidence/prevalence of problem
3. A brief description of the organization
   • Type of care provided (i.e. acute care, walk-in clinic etc)
   • Bed-size or patient volume
   • Setting (rural vs Urban)
4. Describe patient population affected, include known risk factors (I.E.: physical, sociopolitical, cultural, behavioral, or system related)
5. Purpose statement (for the paper)
	0
	Not included or inaccurate.
		1 – 49%
		Incomplete introduction of the paper all 1 or fewer elements fully and accurately addressed.
			50 – 74%
			Incomplete introduction of the paper all 2 or fewer elements fully and accurately addressed.
				75 – 79%
				Partial introduction to the paper topic 3 of the 5 elements fully and accurately included in the introduction.
					80 – 89%
					Partial introduction of the paper topic 4 of the 5 elements fully and accurately addressed.
						90-100%
						Thorough introduction of the paper all 5 required elements included and accurate.

Plan (20 percent possible of total grade) 1. Describe evidence-based practices that exist for the topic from the literature. 2. Summarize the agencies policy/procedure/ guideline compared to the EBP information you found. 3. Identify an appropriate benchmark for a QI project 4. Identify and discuss the agency's past de-identified data compared to the benchmark, if available. If not available simply state this in	0 Not included or inaccurate	1 – 49% Incomplete description of the planning elements, 1 of the elements addressed accurately.	50 – 74% Incomplete description of the planning elements, 2 of the elements addressed accurately.	75 – 79% Partial discussion of the plan section, 3 of the 5 required elements included and accurate.	80-89% Partial discussion of the plan section, 4 of the 5 required elements included and accurate.	90 -100% Thorough discussion of the plan section, all 5 required elements included and accurate.

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the paper.

5. Explore the research to look at the national impact the issue/topic has on healthcare cost and patient morbidity/mortality.

Do (20 percent possible of total grade)	0 Not included or inaccurate	1 – 49% Incomplete discussion of the do elements, 1 to 3 of the elements addressed accurately.	50 – 74% Incomplete discussion of the do section, 4 of the elements addressed accurately.	75 – 79% Partial discussion of the do section, 5 of the 7 required elements included.	80 -89% Partial discussion of the do section, 6 of the 7 required elements included.	90 – 100% Thorough discussion of the do section, 7 of the 7 required elements included.

1. Identify at least 1 ethical/legal impact for the health system related to the topic
2. Identify at least 1 ethical/legal concern for the nursing staff
3. Describe/compare the facility policy related to the topic and practice related to the topic
4. Identify internal interprofessional stakeholders who influence or are impacted by this issue and external factors/organizations that impact this topic
5. Discuss the impact the topic has on staffing, employee satisfaction, finances, patient satisfaction and patient outcomes as applicable
6. Identify overall project SMART goal and information dissemination SMART goal.
7. Discuss the project evaluation plan
  • include an appropriate SMART evaluation measure for each objective
  • what data should be collected/monitored						

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Education Presentation (10 percent possible of total grade) Describe the educational presentation 1. When was it completed 2. What materials /methods of presentation was used 3. Who attended (major roles identified/no names) 4. Length of the presentation 5. Setting of the presentation (i.e. during a staff meeting, stand alone meeting) 6. What questions, themes or comments were asked/provided by participants	0 Not included or inaccurate	1 – 49% Incomplete description of the education presentation, 1 or 2 of the required elements included and accurate.	50 – 74% Incomplete description of the education presentation, 3 of the required elements included and accurate.	75 – 79% Partial discussion of the education presentation, 4 of the 6 required elements included and accurate.	80 -89% Partial discussion of the education presentation, 5 of the 6 required elements included and accurate.	90 – 100% Thorough discussion of the education presentation, all 6 required elements accurately included.
Evaluation (10 percent possible of total grade) Critically think about the feedback from the stakeholders and participants. 1. Based on their feedback identify if changes should be made to the plan. 2. Identify possible agency barriers to planned change 3. Identify possible agency actions to address barriers to planned changed (include elements of change theory) 4. Analyze the educational presentation, describe the strengths of the presentation and areas for improvement 5. If presenting the material again identify 2 changes that the student would make to improve effectiveness of the information dissemination	0 Not included or inaccurate	1 – 49% Incomplete discussion of the evaluation section, 1 of the 5 elements accurately discussed.	50 – 74% Incomplete discussion of the evaluation section, 2 of the 5 elements accurately discussed.	75 – 79% Partial discussion of the evaluation section, 3 of the 5 elements accurately discussed	80 -89% Partial discussion of the evaluation section, 4 of the 5 elements accurately discussed.	90 – 100% Thorough discussion of the Evaluation section, all 5 elements accurately identified.
Conclusion (5 percent possible of total grade) Summarize the major points of the paper.	0 Not included or inaccurate	1 – 49% Limited discussion of the major themes of the paper, no conclusions	50 – 74% Limited discussion of the major themes of the paper. Conclusions	75 – 79% A few major themes of the paper included. The paper attempted to draw conclusions.	80 -89% Most (3/4) major points of the paper included. Logical conclusions drawn.	90 – 100% All major points of the paper concisely covered. Logical conclusions drawn.

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		included.	partially included.			
Credibility (5 percent possible of total grade) 5 scholarly references	0 Not included or inaccurate	1 – 49% One scholarly reference used	50 – 74% Two scholarly references or less not used	75 – 79% 3 scholarly reference used	80 -89% 4 scholarly references used	90 – 100% 5 scholarly references used
APA (20 percent possible of total grade) Correct use of: 1. Cover (title) page 2. Abstract • Identify the problem the project addresses • Identify the relevance paper topic (i.e. prevalence rate or cost impact) • 200 word limit (no citations • Accurate, concise, non-evaluative, coherent & readable 3. Document margins 4. Header 5. Pagination 6. Title of the paper 7. Sub-headings 8. Properly formatted in-text citations 9. Formatting for quotations 10. Full references listed on a reference page	0 No attempt at APA, very messy APA 11 + errors noted	1-49% Incorrect grammar; vague/no use of APA; "messy copy", sources used in paper not listed or not identified in paper. (8-10 errors noted)	50 – 74% Inconsistent use of correct APA style, format, grammar, spelling, and/or punctuation. Several errors noted. (5-7 errors noted)	75 – 79% Inconsistent use of correct APA style, format, grammar, spelling, and/or punctuation. Several errors noted. (3-4 errors noted)	80 -89% Mostly correct use of APA style/format, punctuation. A few typos, grammatical, and/or spelling errors. (2-3 errors noted)	90 – 100% Consistent use of correct grammar, punctuation, spelling, APA style/format in writing and references. (0-1 errors noted)
		Total Points Possible: 100- refer to the weighted percentage of the total grade located in the course syllabus **Page limit:** 12 pages including the title page, abstract, body of the paper and reference page.				

NSC 442 QI Education Paper

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- **LIVE INTERACTIVE COURSE SESSIONS**
  There is a live session via Zoom during this course in Week one to answer questions about NSC 442 & NSC 442c. Refer to the course outline for more information.

QUIZZES AND EXAMINATIONS:

Students are expected to work individually when taking course exams. Questions on the exams may consist of any of the following: true-false, multiple choice, matching, short answer/essay, or fill in-the blank style questions.

Exams and quizzes will be available for a 48 hour window only. Students must complete the exam once opened, no closing and re-entering the exam is permitted.

LATE ASSIGNMENTS:

It is the professional expectation that all assignments will be submitted on time. Late assignments, which meets University's criteria for participation/attendance, must be approved by the Faculty of Record prior to the due date (unless emergency situation prohibited notification). Students should be prepared to provide appropriate verification/documentation of any absence/missing an assignment. **Late assignments without prior approval will not be accepted.**

INSTRUCTOR FEEDBACK:

Students should expect to obtain assignment feedback from instructors and facilitators as follows:
- For e-mails and Virtual Office postings, the student should expect a reply from the instructor within 24-48 hours.
- Feedback on assignments will be provided within 48-72 hours of the final assignment due date/time. The Instructor may not reply to every original Discussion Board posting or student response, but will participate in the topic discussion.
- Feedback on the Course Paper will be provided within two weeks.
- The Instructor will not provide comments or critiques by e-mail, but only through the discussion board threads and grade center comment areas.

READMISSION POLICY:

Failure of this course will require application for readmission to the Baccalaureate Nursing program. See the Baccalaureate Nursing RN-BSN Student Handbook for the application process and forms.

*****Courses with clinical/laboratory co-requisite include additional statement below *******
If readmitted to the program the student must repeat both the didactic course and the clinical/laboratory course. Refer to the Baccalaureate Nursing RN-BSN Student Handbook for the policy on Readmission, Progression, and Academic Standards

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Students who are readmitted and are repeating any NSC course may not submit written work completed in any prior term and/or course.

NOTE: A hardcopy of this syllabus is available upon request.

COURSE OUTLINE: Course weeks officially begin on Monday and end on Sunday except the last week (8) of class, which will end on Friday. Written work will be due on either a Tuesday or Friday.

MODIFICATION OF THE SYLLABUS:

The most up-to-date syllabus statements can be found on <u>EKU's Syllabus Statements</u> page. This syllabus was created in compliance with these policies and EKU's syllabi policy.

The faculty of record/primary course instructor reserves the right to modify this syllabus. Students will be notified in advance of any changes in the syllabus.

Date	Topic	Readings **	Assignments Due
Week One	Review PDCA/PDSA Cycle Review Systems Theory	Course Syllabus IHI Modules	Complete Syllabus QUIZ due Thursday 3/21 at 12 noon EST Zoom session 8:00 p.m. EST course and clinical overview Tues 3/19 Post bio in Class Lounge
Week Two	Healthcare Transformation For Quality/Safety	IHI Module	IHI certificates QI 103 due Friday 3/29 at 12 noon EST System Assessment Homework due Friday 3/29 at 12 noon EST
Week Three	Interprofessional Collaboration & System Approach to Safety	IHI modules Documents/Videos (in blackboard)	IHI certificates QI 104, PS 105 due Friday 4/5 at 12 noon EST
Week Four	Complex Healthcare Systems	Documents	Discussion board (DB) <u>Initial</u> post by Friday 4/12 at 12 noon EST
Week Five	Comprehensive Exam	Exit Exam	DB <u>Response</u> post by Friday 4/19 at 12 noon EST Exit Exam opens Wednesday 4/17 at 12 noon EST Exit Exam closes Friday 4/19 at 12 noon EST

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Week Six	Healthcare Reform	IHI Module	IHI certificate TA 101 due Friday 4/26 at 12 noon
Week Seven	Global Healthcare Systems	Lectures	Submit QI Education Plan Paper due Friday 5/3 at 12 noon
Week Eight	Evaluation	None	Complete Course and Overall Program Evaluations

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EASTERN KENTUCKY UNIVERSITY

COLLEGE OF HEALTH SCIENCES
SCHOOL OF NURSING
Clinical Course Syllabus for NSC 442C
COMPLEX HEALTH SYSTEMS CLINICAL
CRN: 14423 (E-Campus Online)
2 Credit hours
Spring 2024

PROGRAM: BSN (RN-BSN PATHWAY)

FACULTY OF RECORD: RHONDA MCGUIRE MSN, RN
OFFICE: ROWLETT 222
EMAIL: RHONDA.MCGUIRE@EKU.EDU
PHONE: 859-622-1838 *BSN OFFICE

OFFICIAL EMAIL:

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via email will be sent to the EKU email address.

EKU SYLLABUS STATEMENTS:

The most up-to-date syllabus statements can be found on EKU's Syllabus Statements page. This syllabus was created in compliance with these policies and EKU's syllabi policy. Please review the following below:
- Accessibility Accommodation Statement
- Academic Integrity
- Non-Discrimination and Harassment, Title IX, and Prevention Statement

COURSE DESCRIPTION & PREREQUISITES:

Synthesis of professional nursing care competencies to address human diversity and manage care in today's complex health systems

Prerequisites: NSC 340, 440, 445, and 486, each with a minimum grade of "C"

Co-requisites: NSC 442C

DATES RELATED TO WITHDRAWAL:

Refer to the http://colonelscompass.eku.edu/ for semester dates.

For information specific to withdrawing from a class, please refer to the following link:
https://www.eku.edu/registrar/withdrawal-information/

Withdraw dates can be found on the following link:
https://colonelscompass.eku.edu/fall-2023-deadlines-adddrop-refunds#8-
WEEK%20TERM%20/%20FIRST%20SESSION

***Courses with clinical/laboratory co-requisites include statement below:
Students repeating NSC 442 must also enroll in NSC 442C and the most recent grade in these two corequisites will be applied toward student's GPA.

NSC 442 and NSC 442C are co-requisite courses. Students must withdraw from both NSC 442 and NSC 442C.

STUDENT LEARNING OUTCOMES:

The following list comprise the student learning outcomes (SLOs) for NSC 442 and NSC 442C, co-requisites for Complex Health Systems. At the conclusion of this clinical course, through readings, discussion boards, clinical practice learning activities, and writing assignments, the student will be able to:

- Demonstrate self-care, professionalism, accountability, and competence in nursing practice with a commitment to advancing the profession of nursing and respecting clients' rights to self-direction and decision-making.
- Synthesize communication, collaboration, critical thinking, research, leadership, and teaching/learning knowledge when functioning as a leader or member of an intra/inter-professional health care team.
- Evaluate safe effective, quality health care for complex clients.
- Examine the impact of ethical and legal issues on complex health care and nursing practice.
- Use the nursing process, evidence-based nursing practice, critical thinking, research methodologies, informatics, and health care technology to provide therapeutic interventions across levels of prevention, predict outcomes, and influence the care of patients with complex health problems.
- Synthesize knowledge of systems including sociopolitical, cultural, and epidemiologic systems, and health care economics when analyzing complex care situations.
- Advocate for improved care for complex care patients.
  (These SLOs are also included in NSC 442 Complex Health System)

COURSE MATERIALS:
   Required Text:

   American Psychological Association. (2020). *Manual of the American Psychological*

      Association (7th ed.). American Psychological Association. ISBN 978-1-4338-

      32161

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EKU BOOKSTORE:

Textbooks are free for all EKU undergraduate students through the BookSmart Program. **Please note that if students fail to return books per program guidelines, they will be required to pay for them**. Please refer to the following link for additional information: https://advantage.eku.edu/books

Official EKU Bookstore Information:
Telephone: (859) 622-2696
Fax: (859) 622-2660
E-mail: ekubooks@eku.edu
Website:
http://eku.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19060&catalogId=10001

COURSE TECHNOLOGY:
It is the student's responsibility to have the following throughout the online program:
- Adequate computer capability and compatibility, including Microsoft 365 applications available for download from EKU IT department (622-3000)
- High-speed internet connection with direct cable connection capability for live interactive sessions and examinations.
- Web camera
- Head set with microphone

This is an interactive course and we highly recommend accessing the course through Blackboard multiple times per week. If for some reason the student cannot access the course site at home due to computer breakdown or other circumstances, it is the student's responsibility to access the site through other means (e.g., going to a local public or school library). This course has significant reading and writing/communications requirements; students must plan time for interactions and completion of assignments/clinical activities weekly.

TECHNICAL SUPPORT:

If you encounter any technology issues in this course, EKU's IT Service and Support can be the first step to find help. You can reach them at 859-622-GEEK (4335) or by emailing geeks@eku.edu. You can also explore solutions for Blackboard specifically, by visiting EKU's Student Basics Quickstart Guide and the Blackboard Learn Help Center. In this course we use the "Original Course View" rather than the "Ultra Course View," so be sure to look for resources that reflect that original course view.

EKU STUDENT TUTORING SERVICE:
As an online student at EKU, you have access to completely free online tutoring services.

Noel Studio's Online Consultation
The Noel Studio offers synchronous (real-time) consultations for eCampus and regional campus students who cannot reasonably be expected to attend face-to-face consultations in the Noel Studio. Students may schedule an online consultation by contacting the Noel Studio at (859) 622-7330 http://www.studio.eku.edu/ .

BARTLEBY RESOURCES
Bartleby® is a digital suite of study, homework, and writing tools created by Barnes & Noble Education. Students can chat 24/7 with personal tutors on-demand. You can access the Bartleby® tutoring service by clicking on the Bartleby 24/7 Homework Help link under the "Tools" menu option in your Bb course site.

EKU CENTER FOR STEM EXCELLENCE
The EKU Center for STEM Excellence offers free academic support for current EKU students in science, technology, engineering, and mathematics. At the STEM Center, trained peer leaders and learning assistants provide peer-to-peer academic tutoring for many STEM courses and assistance with EKU platforms including Blackboard, myEKU, and DegreeWorks. Students can visit the Science Building (SCIBD Atrium) from 9 a.m. – 5 p.m. Monday – Thursday and from 9 a.m. – 1 p.m. on Friday for assistance; no appointment needed! Visit our website (https://success.eku.edu/portal/stemcenter) for a full list of current tutoring services, scheduled review sessions, skill-building workshops, and other resources. Anatomy models, chemistry molecular model sets, calculators, and other learning resources are available at the Welcome Window. Stop by the SCIBD Atrium or email stemcenter@eku.edu with questions.

STUDENT SUCCESS CENTER:
The Student Success Center, located on the ground floor of the library, provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 150 courses, as well as other services including mentoring, workshops, study space, computer use, and with any questions related to your college experience. Drop-in visits are welcome, and no appointment is necessary.

CLINICAL COURSE REQUIREMENTS:

CLINICAL EXPERIENCES

The clinical learning activities require completion of **60** clock hours over 8 weeks for each clinical course. It is never too early for students to begin identifying potential clinical agencies and preceptors/mentors. Students are permitted to explore partnerships within their local community for clinical placements. Often students find that networking with clinical agencies and partners within their own communities prove most successful. Faculty are available to provide guidance and assist students with identifying and securing potential clinical sites. All preceptors/mentors must be approved by the primary course leader/faculty of record.

Complex health system clinical (NSC 442C) students will establish a partnership within a local health care system. In addition to hospitals, examples of health care systems include long-term care or rehabilitation facilities, federally qualified health care centers, primary care clinics, out-patient specialty care centers, local health departments, occupational health sites, environmental health agencies, and mental health facilities. Clinical experiences are focused on nursing care of populations, public health and nursing care in complex health systems. The clinical course requires a clinical agency partnership and preceptor. Students will collaborate with the agency preceptor/mentor to identify a patient-focused quality or safety issue. The student will investigate the issue to compare the agency's policy and practice to current evidence-based standards. The student will collaborate with other disciplines to develop and present an inter-professional process improvement plan.

Students may complete the clinical experience with their place of employment, provided it is a healthcare agency and the agency agrees to allow the student to complete the clinical experience. Students may not complete the clinical experience in the same unit where they practice as a RN. A student's supervisor for his or her unit/place of employment may not serve as the preceptor for the student's clinical experience.

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Preceptors/mentors must be approved by primary course leader/faculty of record.

All clinical performance criteria must be satisfactorily met in order to receive a satisfactory grade at mid-term and at the end of the clinical experience. Endangering client safety (physical or psychological) by not performing at the level of a reasonably prudent student may constitute grounds for dismissal from the Baccalaureate Nursing Program at any point in the semester.

CLINICAL COURSE EVALUATION:
If a student achieves an unsatisfactory on the final clinical course evaluation the student must apply for readmission to the Baccalaureate Nursing program. If readmitted to the program the student must repeat both the didactic course and the clinical co-requisite course. Refer to the Baccalaureate Nursing RN-BSN Student Handbook for the policy on Readmission, Progression, and Academic Standards.

TEACHING/LEARNING METHODS:
Discussion, reading assignments, writing assignments, case studies, computer assisted instruction, low/med fidelity simulation technology, inter-professional clinical practice experiences, post clinical conference presentations, and population health or health systems improvement projects.

EVALUATION METHODS:

Weighted Clinical Course Assignments: (add the specific assignment breakdown here)

Course Requirements	Points Possible	Course %
Population Assessment Homework	100	15 %
QI Education project "Plan" Section Summary	100	20 %
QI Education project "Do" Homework	100	20 %
QI Education Presentation Material	100	20 %
Discussion Board	35	5 %
Clinical Logs x 2	5 points each	10 %
Reflection	10	10 %
		100

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Grading scale:

Letter grades for this course will be assigned in accordance with the policy of the EKU Department of Baccalaureate and Graduate Nursing. **A minimum final clinical course grade of Satisfactory (75% or better; grades will be truncated, no rounding up) must be achieved for students to progress.** If a student does not receive a final grade of Satisfactory (C or better) in this clinical course, the didactic co-requisite course must also be repeated. Refer to the Baccalaureate Nursing RN-BSN Student Handbook for the policy on Readmission, Progression, and Academic Standards.

A = 90 – 100%
B = 80 – 89%
C = 75 – 79%
D = 63 – 74%
F < 63%

Student Progress:

The clinical course faculty will provide a mid-point and final clinical evaluation of student performance. The Faculty of Record will provide students with information on their progress in this course via Blackboard a least one time prior to mid-point.

Viewing your grades in Blackboard:

You may view your current grades at any time under the Tools button on Blackboard in the My Grades Link.

ATTENDANCE POLICY:

Per the University's policy (https://policies.eku.edu/policies), the EKU Registrar's Office must be notified of any student who does not attend the first day of class for administrative withdrawal in the course. In the on-line environment this means that if students do not complete the first graded assignment (i.e. on-line syllabus quiz) by the scheduled due date in week one, the primary course leader will drop the student from the course. If there is any reason a student is unable to complete the first graded assignment by the scheduled due date in week one, prior approval must be obtained to avoid faculty/administrative withdrawal.

Students are expected to participate in all weekly and group assignments in all courses. Individual participation in group assignments is required; failure to do so may result in a grade reduction. This is not a correspondence course, there are weekly assignments with weekly due dates. It is expected that all assignments be submitted on-time (see late assignment section of the syllabus for more detail). Students should be prepared to provide appropriate verification/documentation of any absence/missing an assignment.

MENTAL/PHYSICAL HEALTH RESOURCES:

Eastern Kentucky University is committed to the wellbeing of all students. Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for after-hours assistance contact:

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EKU Counseling Center After Hours Urgent support line: (859) 622-1303
National Suicide Hotline: 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services: (859) 622-1761
EKU Psychology Clinic: (859) 622-2356
EKU Counseling Center: (859) 622-1303
EKU Women's Health Clinic: (859) 622-1761

ACCESSIBILITY ACCOMMODATION STATEMENT:

For current policy please refer to the following link:

http://www.academicaffairs.eku.edu/syllabi/

ACADEMIC INTEGRITY STATEMENT:

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course.
For current policy please refer to the following link:
http://studentconduct.eku.edu/academic-integrity-policy
Questions regarding the policy may be directed to the Office of Academic Integrity.

NON-DISCRIMINATION AND HARASSMENT, TITLE IX, AND PREVENTION STATEMENT:

For current policy please refer to the following link:

https://academicaffairs.eku.edu/syllabi

SCHOOL OF NURSING POLICY ON CLASSROOM CODE OF CONDUCT:

Refer to the Baccalaureate RN-BSN Nursing Student Handbook for the policy on Classroom Code of Conduct.

UNAUTHORIZED CLASSROOM VISITORS:

Children and unauthorized visitors are not permitted to attend any School of Nursing class or clinical experience.

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SOCIAL MEDIA POLICY for SCHOOL OF NURSING:

1. SON students must not transmit or place online individually identifiable patient or clinical agency information.

2. SON students must observe ethical and professional student-faculty and student-patient boundaries online. Online social media contact with faculty or patients blurs these boundaries, as defined by the American Nurses Association Code of Ethics (2015) and National Council of State Boards of Nursing Social Media Guidelines (2012).

3. SON students should understand that patients, colleagues, organizations and employers may view postings.

4. SON students must be aware that social networking venues are shared by patients, faculty, colleagues, and the public. Privacy settings should be utilized to separate personal and professional information online.

5. SON students should bring content that could harm a patient or student's privacy, rights, or welfare to the attention of appropriate authorities.

ANNUAL LICENSURE VERIFICATION:

RN-BSN students are expected to maintain an RN license from an approved state that is free and unrestricted, meaning that it has not been subject to reprimand, revocation, probation, suspension, restriction, limitation, disciplinary action, discretionary review/hearing or encumbrance nor had any type of complaint filed against it. Students who fail to maintain current, free and unrestricted licensure and verification documentation will be dismissed from the pathway (even if it is the first or final semester).

EKU STUDENT IDENTIFICATION (ID) BADGE

Any time a student engages with the public or an agency, in the capacity of a student, they must have an identification (ID) badge acknowledging them as an EKU RN to BSN student; even if this is at their current place of employment. Name badges must have the student's legal name (nicknames are not permitted).
To obtain an official EKU RN to BSN student badge, students will be required to apply for the badge through the RN to BSN Portal during their second semester in the pathway. Students beginning clinicals in the fall semester must submit by May 1. Students beginning clinicals in the spring semester must submit by September 1. An official EKU ID badge must have the student's picture. Your academic advisor will be assisting you through the process of uploading an appropriate jpeg picture (headshot) into the EKU RN to BSN Portal. If a student would like to use a shorter form (eg. Beth rather than Elizabeth) or their middle name placed on the official ID badge, you may request that when completing the application for the official badge. If a student has an official/formal change in their last name, the student must complete a name change through the Registrar's office before an official name change on the ID badge can occur. The cost of the badge will be added to the EKU student's account. If a student loses the badge, a replacement badge will be required at an additional cost to the student.

PROFESSIONAL LIABILITY INSURANCE (PLI):

Students will not be allowed to attend clinical experiences unless they have purchased professional liability insurance through Eastern Kentucky University The time period for the coverage is August 15 of a given year to August 14 of the next year; no pro-rating for partial year coverage is possible. The insurance covers only clinical experiences which are part of scheduled classes. The insurance will no longer be in effect if the student withdraws from school or graduates. Refer to the RN to BSN Nursing Student Handbook for the Required Documentation for Clinical/Clinical Agency Placement Requirements

REQUIRED DOCUMENTATION FOR CLINICAL/CLINICAL AGENCY PLACEMENT:

For courses requiring a clinical co-requisite component (NSC 442/442C) students must adhere to all clinical placement guidelines and timelines. Students must submit evidence of compliance with immunization requirements, screenings, CPR certification, background check, drug screening, and health insurance certificate/letter of coverage with application for admission to the clinical nursing sequence (see Admission and Progression policies for pre-licensure and registered nurse students). **All records must be current and cannot expire anytime during the semester in which the student is enrolled in a clinical nursing course. It is the student's responsibility to provide updates on expired requirements. Updates are required to be submitted by May 1 for fall clinicals and September 1 for spring clinicals.** Failure to do so will result in the student not being eligible to continue in the nursing pathway. Students progressing in the pathway who do not meet these deadlines are subject to disenrollment from their clinical nursing courses. All students must purchase professional liability insurance through EKU, while enrolled in clinical nursing courses. Clinical documents verifying compliance with immunizations, tuberculosis screening, CPR, medical insurance coverage, urine drug screening, background check and other requirements must be submitted to *CastleBranch* by May 1 for fall clinicals and September 1 for spring clinicals. It is the student's responsibility to provide updates as indicated. **A specific and detailed listing of clinical preparation requirements and documentation is provided in the RN-BSN Student Handbook.**

DRESS CODE:

Eastern Kentucky University Baccalaureate Nursing RN-BSN Students must demonstrate professionalism and accountability in all clinical encounters. When attending any clinical experience, RN-BSN students are expected to maintain a professional appearance. This includes dressing in business professional attire, unless a specific uniform or dress code is required by the clinical agency. The EKU RN-BSN student must always wear the EKU RN-BSN issued name tag when conducting all clinical encounters.

Refer to the Baccalaureate Nursing RN-BSN Student Handbook for the policy on the BSN Dress Code.

FACULTY/STUDENT CORRESPONDENCE:

Effective communication between students and faculty is essential to the teaching-learning process.

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OFFICIAL EKU EMAIL:

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address. Any email correspondence from the student regarding the course, must include the specific course ID (ex: NSC 486) followed by a space and a distinctive subject (e.g., NSC 486 Health Issue Paper – Nightingale).

All emails with questions or concerns should be directed to your course facilitator. He or she will respond normally within 24-48 hours. If you have not received a response after this time period, or if the need is urgent, contact the Faculty of Record/Course Leader for assistance. Students are expected to check their EKU student email daily. This is the primary means of all communication in an online learning environment.

Faculty will routinely post messages/updates of interest to all students within the announcements tab on Blackboard. Please check Backboard regularly for updates in reading and assignments before contacting faculty. Course Faculty will also utilize other modalities such as Blackboard Virtual Office and web based conferencing video technology (Ex: Zoom) to correspond with students throughout the course. It is the expectation that all students will read/watch the updates and promptly read all emails from the faculty. _PLEASE NOTE: Students are held accountable for important information communicated in this manner._ Failure to do so may negatively impact assignment grades in all courses.

Students may schedule conferences with faculty at any time during the semester. If a student has questions or difficulty, relevant to this course, the student should schedule an appointment with faculty as soon as possible. This conferencing may occur by web based technology, or by phone, but must be scheduled in advance by email. To schedule a faculty conference at any time, students must email assigned faculty directly.

All correspondence in emails, Virtual Office, Class Lounge and Discussion Boards, and by phone shall be civil and professional in nature. No cursing or demeaning comments are to be included with such correspondence.

STUDENTS PARTICIPATE IN THIS COURSE BY AGREEING TO THE FOLLOWING:

- Thoroughly review and utilize the clinical course syllabus
- Complete required weekly lessons, clinical hours and clinical course assignments as scheduled.
- Maintain adequate and functional computer capability at all times.
- Maintain a working e-mail address accessible by the EKU Blackboard Learning System. The HLS Academic Orientation in Blackboard and Blackboard tutorials are available for learning to use Blackboard.
- Participate in all class and clinical activities, including interactive and group sessions
- Submit assignments on schedule per the due date and time.
- Submit written assignments through the *Safe Assign* advanced plagiarism prevention system within Blackboard.
- Monitor and read all faculty and facilitator e-mails and respond promptly (within 24-48 hours)

CLINICAL COURSE REQUIREMENTS

TEACHING & LEARNING METHODS:

This clinical course is 100% on-line with students expected to use EKU's Blackboard course management system for all coursework. This course is designed using an Active Learning Pedagogy that maximizes the interaction of the student with the clinical course materials. The clinical course includes components to improve student skills in the areas of in-depth reading, critical and creative thinking, and writing across the disciplines (i.e., informal and formal writing assignments across a number of different genres).The clinical course is designed to facilitate the student's active translation of knowledge from the didactic course into the clinical learning and practice environments. Students will need to spend adequate time to achieve the clinical course objectives. It is estimated that the student should devote at least 3-4 hours per credit hour; meaning for a 3 credit hour course the student should plan on 9-12 hours per week to be successful. This clinical class will consist of weekly clinical lessons and assignments with specific due dates. In addition to the required clinical practice hours, the weekly lessons may include PowerPoint lectures, readings, online videos, Discussion Boards, writing assignments, and clinical logs.

Students are expected to complete all assigned readings, view assigned videos, and submit assignments on dates due. Successful completion of all required clinical course components (in addition to the minimum 60 clinical clock hours that are required during the clinical experience for each course) are necessary for meeting the student learning outcomes and achieving a satisfactory clinical course grade.

All clinical course assignments that need to be completed and submitted during the course (i.e., readings, videos, PowerPoints, Discussion Board questions, writing assignments, and clinical logs) are posted in Blackboard. Once you have completed each assignment you will submit your work directly through the Blackboard system. Assignments submitted as email attachments will **NOT** be accepted unless specifically authorized by the faculty.

Internet Explorer does not function well for working within Blackboard. Instead utilize Mozilla Firefox web browsing for Blackboard. Download is free. If you need assistance with downloading Mozilla Firefox, please visit the EKU Blackboard homepage or contact EKU IT directly at 859-622-3000.

VIRTUAL OFFICE:

The Virtual Office discussion forum is used to post questions to the instructor about the clinical course and clinical experience. Posting them here will allow others who might have similar questions to see the questions and responses. Your instructor will check the Virtual Office frequently to answer any questions that may have been posted. In many cases your classmates may be able to provide assistance. Nothing posted in the Virtual Office is graded.

CLASS LOUNGE:

The Class Lounge discussion forum is a place to get to know your classmates. As is the case with the Virtual Office, nothing in this Class Lounge Discussion Board will be graded. The Class Lounge is analogous to the student center on campus: a place to socialize with other students. In Week 1 of the clinical courses students may be required to post a short biography (virtual introduction) to the Class Lounge. Students may be asked to share with classmates a bit about their chosen clinical site and population/health system issues of interest.

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LIVE SCHEDULED SESSIONS & CLINICAL MEETINGS:

During this course there may be **live scheduled times** for students to meet via internet technology. Sessions are provided to review the course requirements and to correspond effectively with faculty and/or student group members when conducting a group project. Utilizing these formats will allow students an opportunity to meet directly with faculty and fellow students. This technology can provide a synchronous (live) virtual session. Students, clinical faculty, preceptors, community partners, and faculty of record may be required to use these technology platforms to conduct clinical performance conferencing as needed.

For these sessions, a computer with a camera and headset access will be needed.
- *Zoom Conferencing:* Web-based Conferencing sessions will be used to provide course overview and orientation sessions for students throughout the online program. Students will be sent a direct web link to join the *Zoom* web-based conferencing session with faculty and student colleagues on specified dates and times. Students are expected to participate in the live sessions and are responsible for viewing recorded sessions when they are posted for review.

- *Collaborate Conferencing*: May also be utilized by course faculty and allows students to communicate live virtually for group projects (does not require faculty to be present). Students can talk face to face from a computer, smartphone, or tablet. All a student needs is to log-in to the Blackboard course and click on a *Collaborate* session link. Instructions for using collaborate can be found under the course documents tab in Blackboard.

WEEKLY CLINICAL LESSONS AND ASSIGNMENTS:

Clinical Course weeks officially begin on Monday and end on Sunday EXCEPT the last week (8) of class, which will end on Friday at 6:00 PM. Written work will be due on either a Tuesday or Friday by 12:00 noon Eastern Standard Time. Each week of this clinical course will have a detailed plan located in the Weekly Lessons and Assignments tab in the Blackboard course site. The lessons contain objectives, key terms, tasks, and any necessary assignments to be completed. Please note that written clinical log submission, as well as scheduled web based clinical conferencing with clinical facilitators, are required for all students during their clinical course experience. Please refer to the clinical course outline, Weekly Lessons and Assignments folders, and the clinical course Blackboard site for additional information and specific due dates throughout the term.

DETAILED CLINICAL COURSE REQUIRMENTS AND RUBRICS:

- ## WEEKLY ASSIGNMENTS

Clinical QI Project

BSN prepared nurses should be actively involved in interprofessional collaboration when assessing current patient care practices and outcomes with established evidence-based practices to improve safe/quality care. Therefore during this clinical, students will be completing a quality/safety project that requires a critical analysis of a patient care issue and the development of an evidence-based

interdisciplinary plan that will be presented for implementation at the assigned healthcare agency (level of implementation will be agency driven). Students will utilize information they have learned throughout the program such as the PDCA cycle, system theory, and change theory to complete the collaborative project plan.

- **Students should begin by contacting and setting-up a meeting with the identified agency preceptor and provide the preceptor with a copy of the *Preceptor Clinical Handbook*.** Review the handbook and clinical activity description with the mentor. The identified patient care practice issue will be selected collaboratively between the student and the agency **preceptor**.

- As part of the clinical, students will submit a short written summary for the "Plan" section and complete the homework for the "Do" section of the PDCA/PDSA cycle. Students will also submit material (handouts/PPT) that will be used for presenting the implementable plan at the agency. The following provides a description of the assignment criteria.

QI Project Written Summary

The "Plan Section" written summary should be a short document, 1-2 pages in length, excluding the title and reference pages. The summary should include the following APA elements: a title page, a header, page numbers, 1-inch margins, 12 font Times New Roman, double line spacing, use of section headings, in-text citations, and reference page. **Please do not identify the agency or any employee by name in any written summary.**

Criteria for "Plan" section summary (100 pts):
   I. Patient-focused Practice Issue (30%)
      - Provide a paragraph that briefly describes the patient care issue. Why is it a quality or safety issue (convince the reader)? Support with data: incidence/prevalence, mortality, and cost from the literature (include citation/reference).
   II. Evidence-based Practice (30%)
      - Provide a paragraph or two that describes the current evidence-based standards/ guidelines/research to address this patient care issue and identify an appropriate best-practice benchmark as available. (Include citation/reference).
   III.   Analysis (35%)
      - Provide a paragraph that compares the agency policy/procedure/guideline with the EBP standards/guideline/research. What are the differences and similarities between the agency practice and the EBP standards/guidelines/research?
      - Provide an analyses of the agency's past internal data related to practice and cost associated with the patient care issue (may include tables or graphs to display data) if available. Explore the research to look at the national impact the issue/topic has on healthcare cost and patient morbidity/mortality. Explore how this issue impacts the agencies operational vision and mission.
   IV. Writing Style (5%)
      - Correct grammar, spelling, and paragraph construction is present. Proper use of APA formatting present (title page, header, page numbers, 1-inch margins, 12 font Times New Roman, double line spacing, use of section headings, in-text citations, and a reference page.

Criteria for "Do summary" Homework (100 pts):

I. Analysis

    Explore the ethical and legal implications related to your topic of interest. Identify at least 1 ethical/legal impact for the health system related to your topic and 1 ethical/legal concern for the nursing staff. [10 points]

II. Interprofessional Collaboration Plan

- Identify interprofessional stakeholders who influence or are impacted by this issue. (Do not include individual names but identify the profession each stakeholder is representing). [5 points]
- Consider and describe the roles of other organizational departments within the agency such as finance, quality improvement, risk management, human resources, and nursing care councils. [5 points]
- Identify and describe the impact of external organizations on the system related to the topic of interest (i.e. Joint Commission, Magnet, CMS etc.) [5 points]
- Discuss the impact this topic has on staffing, employee satisfaction, agency finances, patient satisfaction and patient outcomes as applicable. What is the public/population health impact? [10 points]
- Identify the level of prevention (primary, secondary, or tertiary) that the project is focused on. [5 points]
- Identify your proposed overall project goal using SMART format. [10 points]
- Identify your proposed evidence-based practice intervention(s) to improve practice in your agency related to the topic [10 points]
- Identify your proposed dissemination/educational project goal using SMART format. [10 points]

    (The final proposal will be disseminated in collaboration with your identified preceptor and identified stakeholders for consideration.)

III. Evaluation Plan

- Describes how the agency can evaluate the proposed intervention once implemented. The evaluation plan should include a description of how the objectives/goals will be measured (using informatics, chart review, and/or direct observation, through retrospective or prospective collection). [10 points]
- Consider your project topic, discuss how improving practice related to your topic could impact public health outcomes. [10 points]

IV. References [10 points]

    a. Scholarly references should be used to support your project discussion above. All citations should be properly cited using APA format. A reference list is required in APA format.

QI Information Dissemination Implementation

Students will develop and implement an agency educational presentation on their findings and their proposed intervention to address a health systems quality or safety issue. The type and format of the presentation will be determined in collaboration with the agency preceptor and appropriate for the setting based on technology, space available, and agency needs (electronic media, posters, handouts, storyboard, PPT etc.). The presentation/dissemination material should be a highlight of the written summaries including the proposed intervention ("Plan" and "Do" sections) - please make sure you thank the **preceptor** and interprofessionals who collaborated on the project. The agency preceptor will determine appropriate agency stakeholders to be included in the presentation/ and or dissemination of the project. Below are the grading criteria for the presentation material, your course facilitator will

grade your work based on the material submitted via blackboard. If you use a story board or create a poster presentation, you will need to submit detailed photos of your work for grading.

Presentation material should include the following (100 pts):
- Description of the identified patient care quality/safety issue (include national data and any agency-based data, if available, to support need for improvement) – 20%
- Comparison of the agency policy/procedures vs. EBP standards (best practice) – 15%
- Any identified gaps in direct care practice and agency's current policy or expected practice – 15% (If gaps were not directly observed, include this in your presentation.)
- Description of project goal (include benchmark), objectives, and best practice interventions – 20%
- System to evaluate (include well written SMART based evaluation measure for each objective) – 15%
- Expected impact to patient care and health systems operations based on the literature – 15%

Discussion Board Assignment

Discussion Board questions will consist of an informal writing assignment based on a question/prompt provided in the assignment folder. While informal in nature, these assignments will require use of assigned readings, and critical and creative thinking to obtain the best grades. Discussion board postings should be based on knowledge gained during this course from assigned readings, videos, websites, and additional literature/research the student obtains to address the assigned question.

- Substantial Initial Post (15 points): In order for the initial post to be considered substantial it needs to include a clear understanding of the topic based on professional knowledge, not personal opinion. The post should include in-text citations and full references, at least two (2) from professional sources; and one of the references must be from the literature the student finds, not from assigned readings. Please make sure all elements of the question is addressed in the initial post. (The initial post should be submitted in the discussion board thread attached as a word document.)
- Feedback response Post (15 points): Students are to post responses to 1 fellow student's initial posts that move the discussion forward. The postings must respond to and expand on the peer's ideas. This means you should not just restate what the initial post says, but add additional concepts that either support or expands the topic from the literature. (You should have at least one new citation/reference from the literature). Postings are to be respectful when offering suggestions, constructive feedback, questions, or opposing viewpoints. Comments like "I agree" or "Good thought" would not be considered ones that would move the discussion forward. However, you may of course post these brief thoughts and they are appreciated. (Peer responses can be typed in the discussion board thread.)
- APA (5 Points): Students are required to follow APA format and style for in-text citations and full references. References should be within the past 5 years unless it is important to cite original work (which may be older). Full references are to be cited at the bottom of the discussion board post.

All Discussion Board postings and responses must be free of typographical, spelling and grammatical errors. No title page or abstract is required with any Discussion Board posting.

Clinical Logs (2):
Students are expected to maintain and submit a running clinical log to describe and tally clinical hour during each of the (8) weeks of the term. Students will use the clinical log template located on blackboard to record all direct care clinical activities and hours spent on clinical work. Clinical logs are to be submitted Week 4 and Week 8 of the term.

Population Assessment Assignment:
It is important for nurses to understand the population they are serving. The social determinants of health are conditions in the environments where people are born/live/work/play/worship that can impact their health. In this homework assignment you will be looking at the population that your clinical agency services. You will use state, and county data, to help you answer the questions relate to the health of the population. You will want to explore the region that the agency serves to help you as think about the needs of the area. Onsite clinical hours (maximum of 5 clinical hours) can be used as you are physically in the community reviewing the environment and interviewing key informants to help with answering the assignment questions (9&11). A maximum of 5 clinical hours for this assignment can be counted as onsite hours (maximum of 3 hours for windshield survey and 2 hours for interviews). Support hours can be earned for the other questions in this assignment.
A broad overview of the assignment includes:

- Identification of the geographical region served [5 points]
- Demographic data for the top 3 counties served by the agency [6 points]
- Review and discussion about the population accessing care [9 points]
- Social and behavioral factors that impact health of the population [7 points]
- Prevalence of disease [4 points]
- Top leading causes of death for the residents, comparison of these to state and national data [10 points]
- Educational level of the top 3 counties served by the agency AND discussion of childhood educational programs and support [4 points]
- Healthcare resources for the top county that the agency serves [5 points]
- Key informant interviews [12 points]
- County/area crime data [6 points]
- Drive through of the region/ windshield survey [9 points]
- Student evaluation of concerns for the area [15 points]
- References and APA citations [8 points]

Clinical Reflection:

Reflection is a type of analysis and conclusion. It is critical thinking. Reflection is a careful consideration of: an experience; an event; a perspective; the content of a body of work; and, really anything that one encounters. Reflection is active thinking. You are purposefully analyzing what occurred or what was written.

Reflection is a narrative in your own words about an event, a situation, concepts, theories, policies, and so forth in which you explore your thoughts, perceptions, values, attitudes, and feelings about the subject or experience. Reflection is your construction of meaning for and explanation about something.

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Reflection can challenge how you thought and felt about the experience, event or subject. You may reflect about a belief system, your ideas and actions, another person's ideas or actions, our health care delivery systems, our focus in patient care, our profession, and every facet of life.

Reflection in clinical practice transforms practice through insight and reason.

As you go through this semester, you will be asked to **critically think or reflect** about your experiences. You will need some **quiet time to reflect**. It is a thoughtful deliberative process. **Choose ONE of your clinical experiences, patient/population encounters, or projects. Use the following criteria to guide your thinking, and write a (2) page maximum personal reflection due in Week 8.**
APA is not required, This reflection is given from your perspective, so you may write in first person ("I", "me", "my")

First, you will first begin the reflection with a Description of the Experience

Then, you will consider the following questions in your reflection:
Some questions you will consider in your reflection are:
What did I previously know about this issue, situation or event?
What did I learn from this subject area, experience, etc. about which I am reflecting?
What did I think was significant?
What other point of view is there about this experience?
What reasons, feelings, attitudes, and values prompted my thoughts about the experience?
How have my beliefs, attitudes, values, feelings, and reasons shaped, restricted or expanded my perspective?
How have my ideas, thoughts, and perspectives changed through my reflection?

- **LIVE INTERACTIVE COURSE SESSIONS and CLINICAL MEETINGS**
- This course requires a minimum of 60 clinical hours to be completed over the (8) week term. Students must plan to spend a minimum 30 of those 60 hours within the direct care clinical area. This direct care clinical experience is necessary in order to successfully evaluate, plan and implement the dissemination plan for their clinical project. Students will work in collaboration with their clinical faculty and their identified clinical partner agency to determine their weekly clinical schedules. Students should use clinical time to engage in reviewing the quality/safety topic identified through collaboration with your preceptor as described in the activities listed above. Students will use clinical time across the term to assess the agency's priority need, evaluate the agency's policy compared to best practice, propose intervention(s) to improve practice, and implement dissemination of their findings. Students will use time to communicate and collaborate with inter-professional service providers from their clinical agency as they are gathering information on current programs, policies or processes already in place and targeting the chosen quality or safety issue. Students will spend clinical time identifying and communicating with key informants, who routinely interact with or represent members of the target population and community.

- Students will also use clinical time for work on their written clinical assignments and quality improvement project. This includes time spent completing the planning process, searching the literature for evidence-based best standards communicating with agency partners, creating their dissemination materials.

- Live, web based clinical meetings between students and clinical faculty will be scheduled during week 1 and as needed. The clinical faculty will determine if *Zoom* or *Collaborate* conferencing will be utilized. Additional clinical meetings may be requested at any time during the course by the student, faculty or clinical agency preceptor.

- **Please Note: CLINICAL TIME CANNOT BE USED OR DOCUMENTED WORKING ON CO-REQUISITIE DIDACTIC COURSE (442) ASSIGNEMENTS**

- **A zoom session will be held on Tuesday, March 19th at 8:00 p.m. to discuss the expectations of the NSC 442 and NSC 442C courses. The zoom link and information can be found in the blackboard course announcements.**

- **RUBRICS**

Population Homework Rubric

	Unsatisfactory F	Unsatisfactory D	C	B	A
What is the geographical region served by the clinical agency? (For example a regional hospital may service multiple counties, you would list the counties in the agency's service region.) Identify the primary county the agency serves. (5 points)	0 – 3.14 1. Geographical region vaguely discussed 2. Services counties not fully identified And/or 3. Primary county not identified	3.15 - 3.74 1.Geographical region partially discussed. 2.Part of the service counties listed 3. The primary county the agency serves listed	3.75 - 3.9 1. Geographical region mostly discussed. 2. Most service counties listed 3. The primary county the agency serves listed	4 - 4.4 1. Geographical region thoroughly discussed. 2. Most service counties listed 3. The primary county the agency serves listed	4.5 - 5 1. Geographical region thoroughly discussed. 1. All service counties listed 2. The primary county the agency serves listed
Describe the demographic data for the top 3 counties that utilize the agency. (6 points) Include: Gender, age, race, ethnicity, language, religion etc.	0 – 3.77 Limited discussion of demographic data	3.78– 4.4 Partial discussion of demographic data. 2/3 of the data listed for all 3 counties.	4.5 - 4.7 Thorough description of demographic data from one county the agency serves. 2/3 of the data discussed from the other 2 counties.	4.8 - 5.3 Thorough description of the demographic data from 2 of the top 3 counties. Only partial discussion from 1 county.	5.4 - 6 Thorough description of the demographic data from the top 3 counties the agency serves.
How is the population accessing care? Answer the questions about specific healthcare access below. If an agency services multiple counties, review the top 3 counties that utilize the agency. (9 points) a. What percentage of the population takes the flu vaccination? Compare this to the state numbers. b. What percentage of the population has their cholesterol checked? Compare this to the state numbers.	0 – 5.66 Limited discussion about how the population is access healthcare.	5.67– 6.74 Partial discussion about how the population is accessing care in the top 2 counties. Data from the county level and state level addressed for questions a – I for each county. Data not provided/addressed for the 3rd county.	6.75 – 7.1 Thorough discussion about how the population is accessing care in the top 2 counties. Data from the county level and state level addressed for questions a – I for each county. Data not adequately provided/addressed for the 3rd county (1/3 or less data discussed).	7.2 - 8 Thorough discussion about how the population is accessing care in the top 2 counties. Data from the county level and state level addressed for questions a – I for each county. Data for the 3rd county only listed for 2/3 of the questions (a through i).	8.1 - 9 Thorough discussion about how the population is accessing care in the top 3 counties. Data from the county level and state level addressed for questions a – i for each county.

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c. What percentage of the population completes HIV testing? Compare this to the state numbers. d. What percentage of children have received their early childhood immunizations? Compare this to the state numbers. e. What percentage of the population has a personal healthcare provider? Compare this to the state numbers. f. What percentage of the population is uninsured? Compare this to the state numbers. g. What percentage of adults reported that they have not sought/initiated care due to cost? Compare this to the state numbers. h. What percentage of the population is enrolled in Medicaid? Compare this to the state numbers. i. What percentage of pregnant women received adequate prenatal care? Compare this to the state numbers.					
Social and behavioral factors can impact health. (Use the primary county the agency serves) (7 points) Answer the following questions: a. What percentage of adults reported that they did not participate in physical activity or exercise? Compare this to the state numbers.	0 – 4.40 Missing some or all of the data from the primary county and state. Weak comparison.	4.41 – 5.24 Missing some of the data from the primary county and state. (2/3 of the data included) Weak comparison.	5.25 – 5.59 Data about the social and behavior factors for the primary county and state included. Weak comparison of data.	5.6 – 6.2 Data about the social and behavior factors for the primary county and state included. Comparison of data not thorough.	6.3 - 7 Thorough discussion about the social and behavioral factors impacting health for the primary county. Data from the county level and state level addressed for questions a – g for each county. Good comparison of data.

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	0 – 2.51	2.52 – 2.99	3 – 3.1	3.2-3.5	3.6 - 4
b. What percentage of adults are overweight? Compare this to the state numbers.					
c. What percentage of adults rare obese? Compare this to the state numbers.					
d. What percentage of children (10-17) are obese in your state. (Note: county numbers may not be available for this. If the county data is available, report this. You will find information about this topic at: https://stateofchildhoodobesity.org/states/ky/)					
e. What is the percentage of youth smoking in the county? Compare this to the state numbers.					
f. What is the rate of teen births? Compare this to the state numbers.					
g. What percentage of the senior population living below poverty level? Compare this to the state numbers.					
What is the prevalence of disease for the primary county the agency serves (asthma, diabetes, and hypertension)? Compare this to state numbers. (4 points)	Prevalence of disease not adequately assessed. Missing data for multiple diseases or not complete.	Prevalence of disease included for the county and state but missing data from two of the diagnosis required	Prevalence of disease included for the county and state but missing data one of the diagnosis required for both the state and county level. .	Prevalence of disease included for the county and state but missing data one of the diagnosis required for either the state or county level data.	Prevalence of disease for the primary county included for asthma, diabetes, and hyper tension. State numbers included for each.

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		for both the state and county level. .			
What are the top 5 leading causes of death for the primary county the agency serves? Compare that to state and national numbers. (10 points)	0 -6.2 Leading causes of death not fully explored. Little to no comparison of the sate and national data.	6.3 – 7.4 The 5 leading causes of death identified for the county. Little to no comparison of state and national data.	7.5 – 7.9 The 5 leading causes of death for the primary county identified. Comparison to the state and national data for leading causes of death in 2 of the 5 causes of death.	8 – 8.9 The 5 leading causes of death for the primary county identified. Comparison to the state and national data for leading causes of death in 3 of the 5 causes of death.	9 - 10 The 5 leading causes of death for the primary county identified. Thorough comparison to the state and national data for leading causes of death.
What is the educational level of the top 3 counties serviced by the agency? (highschool, bachelors degree or higher etc.) Does the counties offer early childhood educational programs and support (preschool/headstart)? (4 points)	0 – 2.51 Inadequate information about the educational level for the top 3 service counties. Poor or no description of early childhood programs.	2.52 -2.99 Education level rates for the top 3 counties serviced by the agency included. Early childhood educational programs not discussed.	3- 3.1 Education level rates for the top 3 counties serviced by the agency included. Early childhood educational programs discussed for two counties. Missing early childhood information for two counties.	3.2 − 3.5 Education level rates for the top 3 counties serviced by the agency included. Early childhood educational programs discussed for two counties. Missing early childhood information for one county.	3.6 - 4 Education level rates for the top 3 counties serviced by the agency included. Early childhood educational programs discussed for each county.
What is the healthcare resources for the top county that the agency serves? (Consider the different healthcare needs for the population. Think about dentistry, primary care, ophthalmology, OB/GYN services, mental health care etc.) (5 points)	0 – 3.14 Healthcare resources for the primary county vaguely addressed.	3.15 – 3.74 Healthcare resources for the primary county discussed. 2 of the 5 services thoroughly discussed.	3.75 – 3.9 Healthcare resources for the primary county discussed. 3 of the 5 services discussed.	4 – 4.4 Healthcare resources for the primary county thoroughly discussed.4 of the 5 services discussed.	4.5 – 5 Healthcare resources for the primary county thoroughly discussed. Dentistry, primary care, opthamology, ob/gyn services, mental health services explored.
Interview two residents that live in the top county that the agency serves. Cleary identify the which resident/informant you are referring to, do not list the residents name. (12 points) a. What is the resident/informant demographics? (age, race/ethnicity, educational level, role in the community) b. What do they feel impacts healthcare for the area? c. What do they see as the most concerning health issues for the residents? d. What barriers do they identify in seeking healthcare or preventative services? e. What do they feel is the strengths of the county/community?	0 – 7.55 Vague interview of one resident or no residents interviewed.	7.56 -8.9 One resident interviewed questions a to f answered.	9 -9.5 Two residents interviewed. 2 of the 6 questions from sections a to f thoroughly answered.	9.6 – 10.7 Two residents interviewed. 4 of the 6 questions from sections a to f thoroughly answered.	10.8 – 12 Two residents interviewed. Sections a to f thoroughly answered.

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f. What do they feel is the weaknesses of the county/community?				
Review the county/area crime data that is available to you online. (6 points)	0 – 3.77 Crime data was not fully identified. Little to no description of the issues facing the county/area related to crime.	3.78 – 4.4 Crime data was reviewed and discussed. Vague description of the issues facing the county/area.	4.5 -4.7 Crime data was reviewed and discussed. Partial description of the issues facing the county/area.	4.8 – 5.3 Crime data was reviewed and discussed. Good description of the issues facing the county/area.	5.4 – 6 Crime data was reviewed and discussed. Comprehensive description of the issues facing the county/area.
Windshield survey: Drive through the region that the facility serves. (9 points) a. What do you notice about the area? b. Think about the infrastructure, do you see sidewalks, traffic lights, clearly marked road crossings? c. Does the community have public transportation? d. Is there easy access to grocery stores with health foods? e. Are the buildings up-kept? f. Do you feel safe? g. Does the community have access to higher education? h. What is the percentage of adults who have a high school and/or college degree? (look at your county health rankings) i. What types of recreational resources are available in the area? (Think parks, pools, public recreational access resources)	0 – 5.67 Four or less of the survey questions answered. Little to no clear discussion about each element.	5.67 – 6.74 Windshield survey complete. 5 of the 9 required elements answered.	6.75 – 7.1 Windshield survey complete. Six to 7 of the 9 required elements robustly answered. Thoughtful discussion for each answer.	7.2 – 8 Windshield survey complete. 8 of the 9 required elements robustly answered. Thoughtful discussion for each answer.	8.1 – 9 Windshield survey completed. Questions a – I robustly answered. Thoughtful discussion for each question.
12. Using clinical judgement, consider the information that you collected above, answer the questions below. (15 points) a. What are the strengths and barriers for the county/area?	0 – 9.44 Little to know synthesis of the assignment questions demonstrated. Vague to no answers of the	9.45 – 11.24 Data from the previous assignment questions reviewed. Three of the 5 required elements answered.	11.25 – 11.9 Data from the previous assignment questions reviewed. Three of the 5 required elements thoroughly answered. Partial answers for the other 2 elements.	12 – 13.49 Data from the previous assignment questions reviewed. Answers to questions a – e demonstrate clinical judgement and synthesis of the collected population focused data. Four of the 5 required elements thoroughly answered. Partial or incomplete answer for one element.	13.5 – 15 Data from the previous assignment questions reviewed. Answers to questions a – e demonstrate clinical judgement and synthesis of the collected population focused data.

b. Discuss the top 3 health concerns/priorities for this population. c. For your top health concern identify 1 evidence-based intervention that the community health nurse could implement to promote health system improvement? d. What barriers could the target population encounter with the intervention? (think cost, location, access) e. What would you suggest to help overcome the barriers identified above?	required elements (a -e).				
References & APA (8 points) Correct use of: 1. Cover (title) page 2. Document margins 3. Header 4. Pagination 5. Title of the paper 6. Sub-headings 7. Properly formatted in-text citations 8. Formatting for quotations 9. Full references listed on a reference page	0 – 5 Incorrect grammar; vague/no use of APA; "messy copy", sources listed on the reference list not cited or not identified in paper. OR Citations used without a reference fully listed in the reference list. (6-7 errors noted)	5.04 – 5.9 Incorrect grammar; vague/no use of APA; "messy copy", sources listed on the reference list not cited or not identified in paper. (6-7 errors noted)	6-6.3 Inconsistent use of correct APA style, format, grammar, spelling, and/or punctuation. Several errors noted. (5 errors noted)	6.4-7.1 Mostly correct use of APA style/format, punctuation. A few typos, grammatical, and/or spelling errors. (3-4 errors noted)	7.2-8 Consistent use of correct grammar, punctuation, spelling, APA style/format in writing and references. (1-2 errors noted)

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LATE ASSIGNMENTS:

It is the professional expectation that all assignments will be submitted on time. Late assignments, which meets the University's criteria for participation/attendance, must be approved by the Faculty of Record <u>prior</u> to the due date (unless emergency situation prohibited notification). Students should be prepared to provide appropriate verification/documentation of any absence/missing an assignment. **<u>Late assignments without prior approval will not be accepted.</u>**

FEEDBACK FROM INSTRUCTOR:

Students should expect to obtain assignment feedback from instructors and facilitators as follows:
- For e-mails and Virtual Office postings, the student should expect a reply from the instructor within 24-48 hours.
- Feedback on all assignments will be provided within 48-72 hours of the final assignment posting/peer response due date/time. The Instructor may not reply to every original Discussion Board posting or student response but will participate in the topic discussion.
- Feedback on Clinical Log Submissions will be provided within 48-72 hours.
- Feedback on the written clinical projects will be provided within one week.
- The Instructor will not provide comments or critiques by e-mail, but only through the discussion board threads and grade center comment areas.

READMISSION POLICY:

Failure of this course will require application for readmission to the Baccalaureate Nursing program. See the Baccalaureate Nursing RN-BSN Student Handbook for the application process and forms. If readmitted to the program, the student must repeat both the didactic and corresponding clinical course. Refer to the RN-BSN Student Handbook for the policy on progression and academic standards.

*****Courses with clinical/laboratory co-requisite include additional statement below *******
If readmitted to the program the student must repeat both the didactic course and the clinical/laboratory course. Refer to the Baccalaureate Nursing RN-BSN Student Handbook for the policy on Readmission, Progression, and Academic Standards

Students who are readmitted and are repeating any NSC course may not submit written work completed in any prior term and/or course.

NOTE: A hardcopy of this syllabus is available upon request.

CLINICAL COURSE OUTLINE: Course weeks officially begin on Monday and end on

Sunday except the last week (8) of class, which will end on Friday. Written work will be due on either a Tuesday or Friday.

Date	Topic	Tasks	Assignments Due
Week One	Patient focused practice	View clinical orientation presentation. Post introductions in course lounge. Meet with preceptor	Complete Syllabus Quiz and mark the academic plagiarism policy as reviewed due by Thursday 3-21-24 at 12 noon EST.
Week Two	Comparison of policy and evidence-based practice	Conduct a literature review Review agency policies and evidence-based practice standards. Begin working on your "Plan" Summary.	Submit Clinical preceptor/Clinical agency contact form due Tuesday 3-26-24 at 12 noon EST. Submit project topic form Tuesday 3-26-24 at 12 noon EST. Submit Population Assessment HW 3-29-24.
Week Three	Analyzing data	Review national data and agency data as available. Synthesize knowledge of system dynamics in relation to the topic.	Submit QI Education Plan Summary due Tuesday 4-2-24 at 12 noon EST. Discussion Board initial entry due Tuesday 4-2-24 at 12 noon EST
Week Four	Ethical and Legal considerations Policy compliance	Review compliance of policy though observation, documentation, or agency feedback/report as available.	Clinical Log # 1 due Tuesday 4-9-24 at 12 noon EST Discussion Board peer response due Tuesday 4-9-24 at 12 noon EST
Week Five	Interprofessional Collaboration	Finalize goals and identify evaluation measures. "Do" summary; planning your interventions/goals.	"Do summary" Homework due Tuesday 4-16-24 at 12 noon EST Review and submit mid-term evaluation due Tuesday 4-16-24 at 12 noon EST
Week Six	Preparing Educational Dissemination	Prepare educational presentation material Submit to faculty and preceptor for review prior to the final due date/ revise as indicated. Schedule a date & time to present the educational material	Presentation material must be reviewed by faculty & preceptor prior to the final due date-revisions should be made before presenting it to the agency. (Faculty should be emailed this no later than 4-23-24) Submit revised Presentation Material for grading via blackboard by Tuesday 4-30-24, notify your facilitator of scheduled date for educational presentation
Week Seven	Educational Plan Implementation	Implement the educational plan	The educational presentation/dissemination must be completed (and submitted for grading) by Tuesday 4-30-24 at 12 noon EST. Submit Clinical Log #2 due Tuesday 4-30-24 at 12 noon EST Reflective Assignment due Tuesday 4-30-24- at 12 noon EST

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Week Eight	Evaluation	Complete Reflective Assignment	Complete agency review due Tuesday 5-7-24 at 12 noon EST Students will receive their final clinical evaluation from faculty after all assignments and final clinical log have been reviewed/graded. Students must review this information and submit Final evaluation signature-due by Thursday 5-9-24 at 12 noon EST

MODIFICATION OF THE SYLLABUS:

The most up-to-date syllabus statements can be found on EKU's Syllabus Statements page. This syllabus was created in compliance with these policies and EKU's syllabi policy.

The faculty of record/primary course instructor reserves the right to modify this syllabus. Students will be notified in advance of any changes in the syllabus.

Syllabus for NSC 890
Synthesizing Evidence for Advanced Practice Nursing, CRN 20481

Eastern Kentucky University
The Graduate School
School of Nursing
3 credit hours
Spring B 2024

Professor's Name: Dr. Gina Purdue, DNP, RN, CNE
Office: Rowlett 217
E-mail: gina.purdue@eku.edu
Office Phone: 859-622-1974

Facilitators:

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Dr. Tonja Williams, DNP, RN	Tonja.Williams@eku.edu

Catalog Course Description

Critical appraisal and synthesis of nursing and interprofessional research as a foundation for evidence-based advanced practice nursing in diverse populations.

Pre-requisites: NSC 840 – Nursing Theory

Texts and Course Materials

Required Texts:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000 (ISBN# 978-1-4338-3216-1)

McEwen, M., & Wills, E.M. (2022). *Theoretical basis for nursing* (6th ed.). Wolters Kluwer. (ISBN# 9781975175658)

Melnyk, B. & Fineout-Overholt, E. (2023). *Evidence-based practice in nursing & health care. A guide to best* practice (5th ed.). Wolters Kluwer. (ISBN# 978-1975185725) - online access not required for assignments but does contain student resources and supplemental readings
Required Readings:

AJN EBP Step-by-Step Series (2015). Assigned readings are provided in Course Documents and within the Lesson Plan where assigned

Recommended and Supplemental Readings:

Any research text from previous studies

Chapter Journal Articles: Full text articles are available through thePoint on-line resources accompanying Melnyk & Fineout-Overholt (2022)

Davies, B. & Logan, J. (2022). Reading Research: A User-Friendly Guide for Health Professionals (7th ed.). Elsevier/Mosby. (ISBN#9780323759243)

Meadows, K. (2003, 2004, 2011). Research series published in the *British Journal of Community Nursing*. Assigned readings are provided in Course Documents and within the Lesson Plan where assigned.

Course Technology

It is the student's responsibility to have the following throughout the online program:
- Adequate computer capability and compatibility, including Microsoft Office 365, which includes the most recent version of MS Word and PowerPoint. EKU Information Technology provides access to both online and offline versions of Microsoft Office 365. Please check with IT for the most current way to access these tools.
- High-speed internet connection
- Web camera
- Head set with microphone

EKU Bookstore

Books may be purchased through the Official EKU Bookstore:
Keen Johnson Building
Richmond, KY 40475-3102
Telephone: (859) 622-2696
Fax: (859) 622-2660
E-mail: ekubooks@eku.edu
Website:
http://eku.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19060&catalogId=10001

Student Learning Outcomes

At the conclusion of the course, through readings, discussion boards, learning activities, and writing assignments, the student will be able to:

- Identify health or healthcare delivery problems in diverse populations.
- Review research literature to establish evidence-based solutions for health or healthcare delivery problems in diverse populations.
- Use systematic evaluation methods to critically appraise research for value in evidence-based practice.
- Develop an evidence-based literature review for proposed health or healthcare delivery intervention.

Evaluation Methods

Weighted Course Assignments

Assignment	Weighted %
Discussion Board 1	5
Discussion Board 2	5
Quiz 1	5
Quiz 2	5
Quiz 3	5
PICOT Formatted Question	10
Level I and II Evidence Selection	10
Level II Critical Appraisal and Evaluation Table	10
Level I Critical Appraisal and Evaluation Table	10
Qualitative Critical Appraisal	10
Integrative Review Paper	25

Grading Scale

Letter grades for this course will be assigned in accordance with the policy of the EKU Department of Baccalaureate and Graduate Nursing. A minimum final course grade of 80% will be required to pass the course; grades will be truncated, no rounding up. The grading scale is as follows:
A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = <60

Students must achieve a grade of B or higher to progress. Failure to attain this grade will require application for readmission to the MSN Nursing program. See the Graduate Nursing Student Handbook for the application process and forms.

Course Requirements

This course is 100% on-line with students expected to use EKU's Blackboard course management system for all coursework. This course is designed using an active learning pedagogy that maximizes the interaction of the student with the course materials. Teaching/learning methods include assigned readings, videos, discussion, group assignments and presentations, written papers, oral presentations, course and web based learning modules, and assigned quizzes as detailed under the Weekly Lessons. Students are expected to submit assignments on assigned due dates.

All assignments that need to be completed and submitted during the course are posted in Blackboard. Once you have completed each assignment, you will submit your work to the instructor or facilitator through the Blackboard system. Assignments submitted as email attachments will NOT be accepted unless specifically authorized by the instructor.

Discussion Board Posts and Responses

Discussion Board questions are informal writing assignment based on your interest applied to the course readings and content. While informal in nature, these assignments will require use of assigned readings, presentations and assignments and critical and creative thinking to obtain the best grades. Students are expected to incorporate outside research to support their responses. For the purpose of this class, Discussion Board assignments are designed for student discussion. Faculty will not participate in the ongoing discussion but will provide comments to the group following the date the assignment is due. Each student will receive individual feedback on their contributions to the discussion via the grading rubric located under the Rubrics tab in the Blackboard course menu and Grade Center.

PICOT Formatted Question

Identify a healthcare problem from the list based on concentration. Include data from state or national health priorities supporting the problem as an important issue affecting health. Identify a mid-range theoretical framework (nursing or inter-professional) to guide the search and provide two paragraphs – one discussing the components of the theory and one applying theory to topic. The reference for the theory should be a primary source. Develop an "Answerable, Searchable Question" in PICOT Intervention format following Melnyk and Fineout-Overholt (2019, p. 44-46; Appendix A p. 706-707). The question should be developed to address the problem that you have identified. The intervention should not be a medication or a screening tool. The rubric for this assignment is located under the Rubrics tab in the Blackboard course menu and the Assignment Box.

Quizzes

A total of three objective quizzes will be available on Blackboard during designated times of the course. Quizzes will open on Wednesday at 12:00 pm and close on Friday at 12:00 pm. It is the faculty's expectation that quizzes will demonstrate the independent work of each individual student. Quizzes include 10 equally weighted items (10 points each). Each quiz will be timed for 20 minutes (quiz completion and submission). Quizzes are set to show one question per screen and prevent backtracking. Scores will be available via Blackboard Grade Center following the assignment close date. The course faculty will complete an item analysis and final grades will be posted in the Grade Center.

NSC 890 Level I and Level II Evidence Selection

Select one Level I study and one Level II study that addresses your problem and all components of your identified PICOT. These studies MUST study your suggested intervention and MUST demonstrate the positive patient outcome that you have identified to build support for your proposed practice change. The studies should be primary sources within the last 5 years. Complete the template attached to the Assignment Box. Upload the template as a Word document along with a pdf file of each study to the Assignment Box. The rubric for this assignment is located under the Rubrics tab in the Blackboard course menu and the Assignment Box.

Rapid Critical Appraisal and Evaluation Tables

Complete a rapid critical appraisal to identify studies to be included in the integrative review. Studies determined to help answer your PICOT question should be included in the Evaluation Table. Interventions from the selected studies should be synthesized in the Synthesis Table. Detailed Critical Appraisal, Evaluation Table, and Synthesis Table formats are available in the assignment submission boxes.

You will critically appraise and evaluate the Level I and Level II studies that you found in your search for evidence using the template provided. You will also complete a Synthesis Table and written description using the template provided. For the written descriptions, discuss/follow the outline and components of the Evaluation Table. Write 2 paragraphs for each study. Upload all documents as Word documents along with a pdf file of each study to the Assignment Box. The rubric for this assignment is located under the Rubrics tab in the Blackboard course menu and the Assignment Box.

Rapid Critical Appraisal Qualitative Worksheet

You will locate a qualitative study that supports the need for your chosen intervention. The study should be primary sources within the last 10 years. Complete a rapid critical appraisal on your qualitative stud and a written description (2 paragraphs). Submit the worksheet as a Word file along with the pdf of the article. The rubric for this assignment is located under the Rubrics tab in the Blackboard course menu and the Assignment Box.

Integrative Review Paper

Write an Integrative Review using the studies from your literature search and previous course assignments. Submit the Rapid Critical Appraisal Worksheets, Evaluation Table, and Synthesis Table as an Appendix to the paper. The text of the paper (excluding abstract, references and appendix) should be no more than 8-10 pages in length. Please note this is a scholarly paper and professional writing is expected. The paper should be clear, concise, grammatically correct, and following APA format. Submit the final Integrative Review Paper as a Word document to the Integrative Review Paper Assignment Submission box. Submit pdf files of the research studies.

Acceptance of Course Guidelines & Student Commitment

In attending this course, students acknowledge that they accept the course guidelines and will follow the teaching schedule, deadlines and requirements of the course.

Students participate in this course by agreeing to the following:

- Complete weekly reading assignments on schedule
- Take course notes for each lecture
- Maintain adequate computer capability
- Participate in all class activities
- Submit assignments on schedule
- Monitor instructor emails daily and respond, when appropriate, within 24-48 hours
- Review and utilize course syllabus

Student Progress

The course Faculty of Record will provide students with information on their progress in this course via Blackboard a least one time prior to mid-point.

Viewing your Grades in Blackboard

You may view your grades under the Tools button on Blackboard in the My Grades Link.

Late Assignments

It is the professional expectation that all assignments will be submitted on time. Late assignments should be approved by the Faculty of Record prior to the due date. Late assignments without prior approval may not be accepted.

Attendance Policy

Students are expected to complete and participate in all weekly activities and assignments as scheduled. Failure to do so may result in a grade reduction.

Notification of the Last Day to Drop the Course

Refer to the 8-week course dates on Colonel's Compass found at
https://www.eku.edu/colonelscompass/spring-2024-deadlines/

Unauthorized Visitors

Children and unauthorized visitors are not permitted to attend any SON class or clinical
experience.

Accessibility Accommodation Statement

For current policy please refer to the following link:
https://academicaffairs.eku.edu/syllabi

Academic Integrity Policy

For current policy please refer to the following link:
https://academicaffairs.eku.edu/syllabi

Non-Discrimination and Harassment, Title IX, and Prevention Statement

For current policy please refer to the following link:
https://academicaffairs.eku.edu/syllabi

Mental/Physical Health Resources:

Eastern Kentucky University is committed to the wellbeing of all students. Students dealing with
feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize
the resources below or, for after-hours assistance contact:

EKU Counseling Center After Hours Urgent support line:	(859) 622-1303
National Suicide Hotline:	**dial 988**

We encourage students to contact the following on-campus services for assistance regarding
emotional and physical needs:

    EKU Student Health Services: (859) 622-1761
    EKU Psychology Clinic: (859) 622 2356
    EKU Counseling Center: (859) 622-1303
    EKU Women's Health Clinic: (859) 622-1761

Social Media Policy

1) SON students must not transmit or place online individually identifiable patient or clinical agency information.
2) SON students must observe ethical and professional student-faculty and student-patient boundaries online. Online social media contact with faculty or patients blurs these boundaries, as defined by the American Nurses Association Code of Ethics (2015) and National Council of State Boards of Nursing Social Media Guidelines (2012).
3) SON students should understand that patients, colleagues, organizations and employers may view postings.
4) SON students must be aware that social networking venues are shared by patients, faculty, colleagues, and the public. Privacy settings should be utilized to separate personal and professional information online.
5) SON students should bring content that could harm a patient or student's privacy, rights, or welfare to the attention of appropriate authorities.

Official EKU E-Mail

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

All emails should be directed to your course facilitator. He or she will respond to any questions or concerns, normally within 24 - 48 hours. If you still have not received a response after this time period, contact the instructor of record for assistance.
All correspondence in e-mails, Virtual Office, Class Lounge and Discussion Boards shall be civil and professional in nature.

Virtual Office

The Virtual Office discussion forum is used to post questions to the instructor about the course. Posting them here will allow others who might have similar questions to see the questions and responses. Your instructor will check the Virtual Office frequently to answer any questions that may have been posted. In many cases, your classmates may be able to provide assistance. Nothing posted in the Virtual Office is graded.

Class Lounge

The Class Lounge discussion forum is a place to get to know your classmates. It is required introduce yourself and find out about others who are taking this course. As is the case with the Virtual Office, nothing in this Class Lounge Discussion Board will be graded. The Class Lounge is analogous to the student center on campus: a place to socialize with other students. In Week 1 it is required that you post a short biography (virtual introduction) to the Class Lounge.

Technical Support

It is expected of students to have an adequate working knowledge of Blackboard and personal computers. If you encounter any Blackboard related technical problems, please contact the Instructional Designer through Virtual Office. For all other technical problems such as retrieving forgotten password or email access, please contact the IT Service Desk.

Feedback from Instructor

Students should expect to obtain assignment feedback from instructors and facilitators as follows:

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- Feedback on all Discussion Board will be provided within 48-72 hours of the assignment due date/time. The Instructor may not reply to every original Discussion Board posting or student response, but will participate in the topic discussion.
- The Instructor will not provide comments or critiques by email, but only through the Discussion Board threads and Grade Center comment areas.

EKU Student Tutoring Service

Noel Studio Resources

The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or multimodal communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at http://www.studio.eku.edu/ or call 859-622-7330.

Homework Assistance

bartelby® is a digital suite of study, homework, and writing tools created by Barnes & Noble Education. Students can chat 24/7 with personal tutors on-demand. You can access the bartleby® tutoring service by clicking on the Bartleby 24/7 Homework Help link under the "Tools" menu option in your Bb course site.

Modification of the Syllabus

The instructor reserves the right to modify this syllabus. Students will be notified of any changes in the syllabus.

Course Outline

Course weeks begin on Mondays and end on Sundays, **EXCEPT** the last week of class in which the course ends on Friday. Written work is due by 12:00 noon Eastern Standard Time on the assigned due date
.

Each week of this course will have a detailed plan located in the Weekly Lessons and Assignments tab on your Blackboard course site. The lessons contain objectives, key terms, tasks, and any necessary assignment drop boxes.

Weekly Lesson	Topic	Assignments	Videos/Reading
Week 1	Introduction to Evidence-Based Practice	1. Discussion Board 1 Post and Responses	Powerpoint/Video 1. Course Introduction 3. Introduction to Evidence-Based Practice Readings 1. Melnyk & Fineout-Overholt: Chapter 1 2. Evidence-based Practice Step by Step journal article – See Weekly Lesson Plan 3. Suggested-Supplemental Reading: See Weekly Lesson Plan
Week 2	Asking Searchable Questions	1. PICOT Assignment 2. Quiz 1	PowerPoint 1. Finding Problems and Asking Questions 2. Theory as a Guide Readings 1. McEwen, M. & Wills, E.: Chapters 11, 12, 19. 2. Melnyk & Fineout-Overholt: Chapter 2 3. Evidence-based Practice Step by Step journal article – See Weekly Lesson Plan 4. Suggested-Supplemental Reading: See Weekly Lesson Plan

Weekly Lesson	Topic	Assignments	Videos/Reading
Week 3	Searching for Evidence	1. Level I and Level II Evidence Selection	<u>Video</u> 1. Finding Systematic Reviews and Control Trials by Karen Gilbert <u>Readings</u> 1. Melnyk & Fineout-Overholt: Chapter 3 2. Evidence-based Practice Step by Step journal article – See Weekly Lesson Plan 3. Suggested-Supplemental Reading: See Weekly Lesson Plan
Week 4	Critical Appraisal of Quantitative Evidence	1. Rapid Critical Appraisal and Evaluation Table with written summary	<u>PowerPoint</u> 1. Quantitative Research Design <u>Readings</u> 1. Melnyk & Fineout-Overholt: p. 105- 152 and Chapters 4 and 6 2. Evidence-based Practice Step by Step journal article – See Weekly Lesson Plan 3. Suggested Reading: See Weekly Lesson Plan
Week 5	Continued Critical Appraisal of Quantitative Evidence Continued	1. Quiz 2 2. Rapid Critical Appraisal and Evaluation Table with written summary	<u>PowerPoint</u> 1. Quantitative Research Design <u>Readings</u> 1. Melnyk & Fineout-Overholt: p. 104- 152 and Chapters 4 and 6 2. Evidence-based Practice Step by Step journal article – See Weekly Lesson Plan 3. Suggested Reading: See Weekly Lesson Plan

Weekly Lesson	Topic	Assignments	Videos/Reading
Week 6	Critical Appraisal of Qualitative Evidence	1. Quiz 3 2. Rapid Critical Appraisal with written summary	PowerPoint 1. Qualitative Research Design Readings 1. Melnyk & Fineout-Overholt: Chapters 7 2. Evidence-based Practice Step by Step journal article – See Weekly Lesson Plan 3. Suggested-Supplemental Reading: See Weekly Lesson Plan
Week 7	The Integrative Review	1. Integrative Review 2. Discussion Board 2	PowerPoint 1. Integrative Review Readings 1. Melnyk & Fineout-Overholt: Chapter 21 Evidence-based Practice Step by Step journal article – See Weekly Lesson Plan
Week 8	The Integrative Review Continued	1. Discussion Board 2 Responses	PowerPoint 1. Integrative Review Readings 1. Melnyk & Fineout-Overholt: Chapter 21 Evidence-based Practice Step by Step journal article – See Weekly Lesson Plan

NSC 890 Assignment Calendar: *March 18-May 10*   Spring B 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
March 17	18 Class Begins **WEEK ONE**	19	20	21	22 Discussion Board 1 Due	23
24	25 **WEEK TWO**	26 Discussion Board 1 Reponses Due	27 Quiz 1 opens at noon	28	29 Quiz 1 closes at noon PICOT Question Due	30
31	April 1 **WEEK THREE**	2	3	4	5 Level I and Level II Evidence Selection Due	6
7	8 **WEEK FOUR**	9	10	11	12 Critical Appraisal and Evaluation Table Due	13
14	15 **WEEK FIVE**	16	17 Quiz 2 opens at noon	18	19 Quiz 2 closes at noon Critical Appraisal and Evaluation Table Due	20
21	22 **WEEK SIX**	23	24 Quiz 3 opens at noon	25	26 Quiz 3 closes at noon Rapid Critical Appraisal Due	27
28	29 **WEEK SEVEN**	30	May 1	2	3 Integrative Review Due Discussion Board 2 Post Due	4
5	6 **WEEK EIGHT**	7 Discussion Board 2 Responses Due	8	9	10 CLASS ENDS DUE Course Evaluation	11

Syllabus for NSC 892
Evidence Based Project, CRN 50369 & 50789
Eastern Kentucky University
The Graduate School
School of Nursing
3 Credit Hours
Summer 2023

Professor's Name: Gina Purdue, DNP, RN, CNE
Office: Rowlett 217
Email: gina.purdue@eku.edu
Phone:859-622-1974

Facilitators:

Dr. Brooke Edens, DNP, RN	Kellie.Edens@eku.edu
Dr. Loretta Elder, DNP, RN, CNE, CHSE	Loretta.Elder@eku.edu
Dr. Faith Lutz, DNP, RN	Rebecca.Lutz@eku.edu
Dr. Tonja Williams, DNP, RN	Tonja.Williams@eku.edu

Catalog Course Description

Develop an Implementable evidence-based project to improve health or healthcare delivery for diverse populations.

Prerequisites: NSC 890 – Synthesis of Evidence for Advanced Nursing Practice

Texts and Course Materials

Required:
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000 (ISBN# 978-1-4338-3216-1)

Melnyk, B. & Fineout-Overholt, E. (2019). *Evidence-based practice in nursing & health care. A guide to best* practice (4th ed.). Philadelphia: Wolters Kluwer. (ISBN# 9781496384539) - online access not required for assignments but does contain student resources and supplemental readings

Suggested:

Chapter Journal Articles: Full text articles are available through thePoint online resources accompanying Melnyk & Fineout-Overholt (2019)

Davies, B. & Logan, J. (2022). Reading Research: A User-Friendly Guide for Health Professionals (7ᵗʰ ed.). Elsevier/Mosby. (ISBN#9780323759243)

Any research text from previous studies.

Course Technology

It is the student's responsibility to have the following throughout the online program:
- Adequate computer capability and compatibility, including MS Office (2010 or newer)
- High-speed internet connection
- Web camera
- Head set with microphone

EKU Bookstore

Books may be purchased through the Official EKU Bookstore:
Keen Johnson Building
Richmond, KY 40475-3102
Telephone: (859) 622-2696
Fax: (859) 622-2660
E-mail: ekubooks@eku.edu
Website:
http://eku.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19060&catalogId=10001

Student Learning Outcomes

At the conclusion of the course, through readings, discussion boards, learning activities, and writing assignments, the student will be able to:

- Design an approved and implementable evidence-based project to improve health or healthcare delivery in diverse populations.
- Disseminate evidence-based project development outcomes.

Evaluation Methods

Weighted Course Assignments:

Assignment	Percent of Course Grade
DB1	10%
DB2	10%
DB3	10%
DB4	10%
DB5	10%
DB6	20%
DB7	20%
CITI Training	10%
Total	**100%**

Grading Scale:

Letter grades for this course will be assigned in accordance with the policy of the EKU Department of Baccalaureate and Graduate Nursing. A minimum final course grade of 80% will be required to pass the course; grades will be truncated, no rounding up. The grading scale is as follows:

A = (90 -100%)
B = (80 - 89%)
C = (70 -79%)
D = (60 - 69%)
F = (below 60%)

Students must achieve a grade of B or higher to progress. Failure to attain this grade will require application for readmission to the program. See the Graduate Nursing Student Handbook for the application process and forms.

Course Requirements

This course is 100% on-line with students expected to use EKU's Blackboard course management system for all coursework. This course is designed using an active learning pedagogy that maximizes the interaction of the student with the course materials. Teaching/learning methods include assigned readings, videos, discussion, group assignments and presentations, written papers, oral presentations, course and web based learning modules, and assigned quizzes as detailed under the Weekly Lessons. Students are expected to submit assignments on assigned due dates.

All assignments that need to be completed and submitted during the course are posted in Blackboard. Once you have completed each assignment, you will submit your work to the instructor or facilitator through the Blackboard system. Assignments submitted as email attachments will NOT be accepted unless specifically authorized by the instructor.

Discussion Board Posts and Responses

Discussion Board questions are informal writing assignment based on your interest applied to the course readings and content. While informal in nature, these assignments will require use of assigned readings, presentations and assignments and critical and creative thinking to obtain the best grades. Students are expected to incorporate outside research to support their responses. For the purpose of this class, Discussion Board assignments are designed for student discussion. Faculty will not participate in the ongoing discussion but will provide comments to the group following the date the assignment is due. Each student will receive individual feedback on their contributions to the discussion via the grading rubric found in Backboard Grade Center for the course. Rubrics for each week can be found within Blackboard.

Note: You will not be able to view your classmates' posts until you have completed your initial post.

CITI Training

Register and complete training required by EKU's Internal Review Board (IRB): Collaborative Institutional Training Initiative (CITI). You should complete the modules for *Social and Behavioral Research – Basic/Refresher Course*. Completion typically requires 2-4 or more hours. You may log-out between modules and login at a later time to complete the course. The reported completion score on the transcript will be your grade for this assignment. There is no partial credit for partial completion. Submit the pdf transcript showing courses and scores in the Bb Assignment Box. Registration Instructions may be found at the following link: http://www.sponsoredprograms.eku.edu/citi-training-instructions

If you have previously completed the training and are now doing the refresher, submit the original transcript and the refresher transcript.

If you previously completed CITI Training and renewal is not yet available, you may complete the *Social and Behavioral Responsible Conduct of Research.* Submit the original transcript and the transcript for this course. The reported completion score on the transcript will be your grade for this assignment. There is no partial credit for partial completion.

Acceptance of Course Guidelines & Student Commitment

In attending this course, students acknowledge that they accept the course guidelines and will follow the teaching schedule, deadlines and requirements of the course.

Students participate in this course by agreeing to the following:

- Complete weekly reading assignments on schedule
- Take course notes for each lecture
- Maintain adequate computer capability
- Participate in all class activities
- Submit assignments on schedule
- Monitor instructor emails daily and respond, when appropriate, within 24-48 hours
- Review and utilize course syllabus

Student Progress

The course Faculty of Record will provide students with information on their progress in this course via Blackboard a least one time prior to mid-point.

Viewing your Grades in Blackboard

You may view your grades under the Tools button on Blackboard in the My Grades Link.

Late Assignments

It is the professional expectation that all assignments will be submitted on time. Late assignments should be approved by the Faculty of Record prior to the due date. Late assignments without prior approval may not be accepted.

Attendance Policy

Students are expected to complete and participate in all weekly activities and assignments as scheduled. Failure to do so may result in a grade reduction.

Notification of the Last Day to Drop the Course

Refer to the 8-week course dates on Colonel's Compass found at
https://colonelscompass.eku.edu/summer-2023-deadlines-adddrop-refunds

Unauthorized Visitors

Children and unauthorized visitors are not permitted to attend any SON class or clinical experience.

Accessibility Accommodation Statement

For current policy please refer to the following link:
https://academicaffairs.eku.edu/syllabi

Academic Integrity Policy

For current policy please refer to the following link:
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Non-Discrimination and Harassment, Title IX, and Prevention Statement

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Mental/Physical Health Resources:

Eastern Kentucky University is committed to the wellbeing of all students. Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, <u>for after-hours assistance contact</u>:

EKU Counseling Center After Hours Urgent support line: (859) 622-1303
Suicide Hotline: 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services: (859) 622-1761
EKU Psychology Clinic: (859) 622-2356
EKU Counseling Center: (859) 622-1303
EKU Women's Health Clinic: (859) 622-1761

Social Media Policy for School of Nursing

1. SON students must not transmit or place online individually identifiable patient or clinical agency information.

2. SON students must observe ethical and professional student-faculty and student-patient boundaries online. Online social media contact with faculty or patients blurs these boundaries, as defined by the American Nurses Association Code of Ethics (2015) and National Council of State Boards of Nursing Social Media Guidelines (2012).

3. SON students should understand that patients, colleagues, organizations and employers may view postings.

4. SON students must be aware that social networking venues are shared by patients, faculty, colleagues, and the public. Privacy settings should be utilized to separate personal and professional information online.

5. SON students should bring content that could harm a patient or student's privacy, rights, or welfare to the attention of appropriate authorities.

Official EKU E-Mail

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

All emails should be directed to your course facilitator. He or she will respond to any questions or concerns, normally within 24 - 48 hours. If you still have not received a response after this time period, contact the instructor of record for assistance.
All correspondence in e-mails, Virtual Office, Class Lounge and Discussion Boards shall be civil and professional in nature.

Virtual Office

The Virtual Office discussion forum is used to post questions to the instructor about the course. Posting them here will allow others who might have similar questions to see the questions and responses. Your instructor will check the Virtual Office frequently to answer any questions that may have been posted. In many cases, your classmates may be able to provide assistance. Nothing posted in the Virtual Office is graded.

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Each week of this course will have a detailed plan located in the Weekly Lessons and Assignments tab on your Blackboard course site. The lessons contain objectives, key terms, tasks, and any necessary assignment drop boxes.

Weekly Lesson	Topic	Assignments	Readings
Week 1	Continued Critical Appraisal of Quantitative Evidence	1. Discussion Board 1 Post and Responses	1. Melnyk & Fineout-Overholt (2019): Chapters 4, 5, 21 (p. 607-646) 2. Evidence-based Practice Step by Step journal article – See Weekly Lesson Plan 3. Supplemental: See Weekly Lesson
Week 2	Clinical Practice Guidelines	1. Discussion Board 2 Post and Responses	1. Melnyk & Fineout-Overholt (2019): Chapter 8 2. Supplemental: See Weekly Lesson
Week 3	Patient Preferences, Clinical Expertise, and Screening Tools	1. Discussion Board 3 Post and Responses	1. Melnyk & Fineout-Overholt (2019): Chapter 7 2. Supplemental: See Weekly Lesson
Week 4	Implementation of EBP	1. Discussion Board 4 Post and Responses	1. Melnyk & Fineout-Overholt (2019): Chapters 9, 14, 15 2. Evidence-based Practice Step by Step journal article: See Weekly Lesson Plan 3. Supplemental: See Weekly Lesson
Week 5	Considering Ethics in EBP Implementation	1. CITI Training 2. Discussion Board 5 Post & Responses	1. Melnyk & Fineout-Overholt (2019): Chapter 23

			2. Supplemental Reading: See Weekly Lesson
Week 6	Evidence-Based Practice Change Proposal & Dissemination	1. Discussion Board 6 Post and Responses	1. Melnyk & Fineout-Overholt: Chapter 20 2. Evidence-based Practice Step by Step journal article: See Weekly Lesson Plan 3. Supplemental: See Weekly Lesson
Week 7	Evidence-Based Practice Change Proposal & Dissemination Continued	1 Discussion Board 7 Post and Responses	1. Melnyk & Fineout-Overholt: Chapter 20 2. Evidence-based Practice Step by Step journal article – See Weekly Lesson Plan 3. Supplemental: See Weekly Lesson
Week 8	Peer Review of Scholarly Work & Helpful Resources	1. Discussion Board 7 Peer Responses 2. Course Evaluation	No new readings – use previous readings as needed

NSC 892 Assignment Calendar: *May 22 - July 14*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
MAY 21	22 CLASS BEGINS WEEK 1	23	24	25	26 Discussion Board 1 Primary Post	27
28	29 WEEK 2	30 Discussion Board 1 Peer Reponses	31	JUNE 1	2 Discussion Board 2 Primary Post	3
4	5 WEEK 3	6 Discussion Board 2 Peer Reponses	7	8	9 Discussion Board 3 Primary Post	10
11	12 WEEK 4	13 Discussion Board 3 Peer Responses	14	15	16 Discussion Board 4 Primary Post	17
18	19 WEEK 5	20 Discussion Board 4 Peer Responses	21	22	23 CITI Training & Discussion Board 5 Primary Post	24
25	26 WEEK 6	27 Discussion Board 5 Peer Responses	28	29	30 Discussion Board 6 Primary Post	JULY 1
2	3 WEEK 7	4 Discussion Board 6 Peer Responses	5	6	7 Discussion Board 7 Primary Post	8
9	10 WEEK 8	11 Discussion Board 7 Peer Responses	12	13	14 CLASS ENDS Course Evaluation Due	15

LEARNING TO EMPOWER LIVES THROUGH OCCUPATION
Eastern Kentucky University
Department of Occupational Therapy
Syllabus for OTS 101 - Occupation Perspectives: Human Services

CRN # 11012
9:10-11:55 (FRIDAY)

CRN # 10932
12:30-3:15 (FRIDAY)

Dizney 242
3.0 Credit Hours
Fall 2023

Instructor:

Leah Simpkins, OTD, OTR/L, CPAM, CDP, PNAP
Physical Office: Dizney 243 (Virtual Office will be offered as well)
E-mail: Leah.simpkins@eku.edu

Catalog Course Description:

An occupational science perspective of health and human service professions. Through lecture, active learning and community experiences, students will explore themes of occupation, professional identity, reasoning, communication and diversity in professional responsibilities.

Student Learning Outcomes:

Upon completion of the course, the learner will:

1. Identify the core attributes of a service profession. (PI, C)
2. Recognize the similarities and differences among health and human service arenas. (PI)
3. Explore careers in health and human services through community experiences and independent research. (PI)
4. Describe the importance of ethics in health and human services. (PI)
5. Discuss aspects of cultural competence. (D, PI)
6. Demonstrate beginning observation and interview skills. (C, R)

Dept. of OT Curricular Themes: O=Occupation, R=Reasoning, C=Communication, D=Diversity, & PI=Professional Identity

Required Readings:

Tipton, D. J. (2017). *Personal and professional growth for health care professionals.* Jones & Bartlett Learning.

ISBN: 978-1-284-09621-7
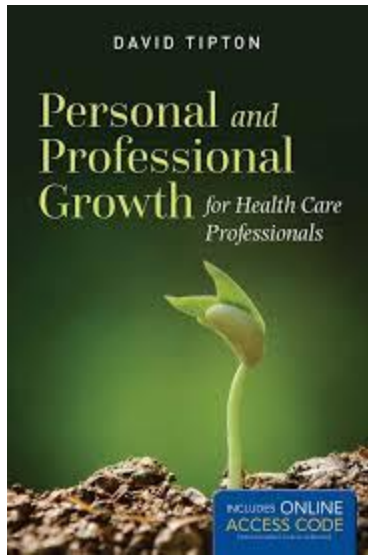
Evaluation Methods:

Course grades will be based on the following assignments and point values:

Assignment	Points Possible
Discussion Boards	
Self-Introduction (Week 1)	50
Analyzing Ethics Standards (Week 3)	50
Cultural Diversity (Week 13)	50
Pediatrics (Week 14)	50
Activities	
Healthcare Profession (PowerPoint) (Week 7) (GROUP)	100
Temple Grandin Reflection (Week 9)	50
Shadowing Experience Presentation (Week 12)	100
Pop Quizzes (4 @ 25 points each) (Weeks 2, 4, 5, & 10)	100
Paralympics Athlete Report (Week 11)	100
Final Exam (Week 16)	100
Total Points Possible	**750**

Student scores will be translated into course grades as follows:

Points Earned:	Corresponding Letter Grade:	Percentage:
750 – 675	A	100 – 90 %
674 – 600	B	89 – 80 %
599 – 525	C	79 – 70 %
524 – 450	D	69 – 60 %
449 – 0	F	59 – 0 %

Student Progress:

Students may monitor their progress through their written feedback on assignments and through the Blackboard site. The instructor is available to discuss a student's progress in the course at any time by making an appointment or coming to office hours.

Attendance Policy:

The student is an active learner and benefits from full attendance and active participation. Students will notify the instructor when s/he will be absent due to illness or extenuating circumstances. Students are expected to be prompt for class. More than three absences will place the student at risk for failing the course.

Last Date to Drop the Course:
Check Colonel's Compass for dates and fees for withdrawal
https://colonelscompass.eku.edu

Important University Student Policy Statements: https://academicaffairs.eku.edu/syllabi

Course Correspondence Policy:
You are required to use your EKU assigned e-mail address. This will ensure that you receive all course information in a timely manner. All course assignments must be submitted within Blackboard. Assignments submitted as e-mail attachments will not be accepted.

Course Requirements:

1. All written assignments **MUST** be **TYPED**, unless otherwise stated, and formatted according to APA format. Written assignments must use correct grammar, spelling, and punctuation.

2. *Any assignment not turned in on the due date will have one letter grade deducted per day.* If you have a problem with this policy, feel free to discuss it with the course instructor.

3. Failure to meet responsibilities will be handled as described in the *University Handbook for Students.*

Please refer to this link for the official EKU Statements on Accessibility Accommodation, Academic Integrity, and Discrimination & Harassment: https://academicaffairs.eku.edu/syllabi

Mental/Physical Wellness Resources: Eastern Kentucky University is committed to the wellbeing of all students. Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:

EKU Counseling Center After Hours Urgent support line:	(859) 622-1303
National Suicide Hotline:	(800) 273-8255 or dial 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	(859) 622-1761
EKU Psychology Clinic:	(859) 622 2356
EKU Counseling Center:	(859) 622-1303
EKU Women's Health Clinic:	(859) 622-1761

Eastern Kentucky University
College of Health Sciences
Department of Occupational Science and Occupational Therapy
Syllabus OTS 300
Foundations in Occupation I, CRN: 12346
Fall 2023

Professor:
Name: Geela Spira, Ph.D., OTR/L
Office: Dizney 241
Phone: (859) 622-6345
Email: Geela.spira@eku.edu
Zoom: https://eku.zoom.us/j/5500170556
Student Hours: MW 12 to 5 p.m. By appointment.

Credits: 3
Catalog Course Description:
Foundational knowledge in occupational science and occupational therapy, including history, philosophy, theory, context, diversity, process, and reasoning. Emphasis on active learning and reasoning skills including information literacy of research.

Instructor's Course Description:
This course is the first of two foundations in occupation courses that will provide you with the knowledge and skills important to success in the OTD program. This course will help you understand the relationship between occupational therapy and occupational science are and how they are related. You will learn about the history of occupational therapy through its founding in 1917 and the core values of the profession as being rooted in occupation. You will learn about occupational science as a new scientific discipline founded in 1989 as a means of providing research to support the use of occupations to support health and well-being. You will learn how to be a consumer of research about occupation and to write in a scholarly way.

Level of Mastery: Introduction

Texts and Course Materials: Required:
Schell, B., & Gillen, G. (2018). *Willard and Spackman's Occupational Therapy* (13th Ed.).
　　　Williams and Wilkins. ISBN # 978-1975106584
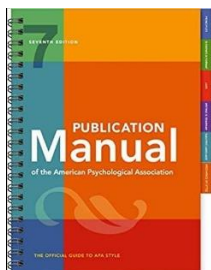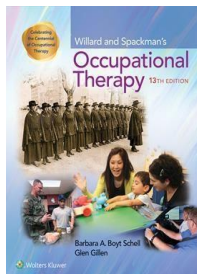
American Psychological Association (2019). *Publication manual of the American Psychological
　　　Association* (7th ed.). Washington, D.C.: American Psychological Association.
　　　ISBN# 978-1433832178

Resources/Supplies:

*Text will likely be used in future OTD courses and National Certification Exam preparation

Student Learning Outcomes: (bolded standard indicates primary course where standard is met)

Student Learning Outcome	Curriculum Outcome	ACOTE Standards	Assessment
1. Define occupational science and its contribution as a basic science for occupational therapy.	Occupation and Critical Thinking	B.2.2 **B.3.1**	• Exams • Leadership in OS/OT Assignment • Quizzes • Exams
2. Describe the historical and philosophical basis for occupational science and occupational therapy.	Occupation and Communication	**B.3.1**	• Exams • Leadership in OS/OT Assignment
3. Demonstrate information literacy to locate and evaluate research on occupation.	Occupation and Critical Thinking	**B.3.4**	• Occupational Evidence Assignment
4. Demonstrate professional writing using APA style.	Occupation and Communication		• APA quiz • Self-Occupational Profile
5. Demonstrate understanding of constructs of occupation.	Occupation and Critical Thinking	B.2.2 **B.3.2** **B.3.3**	• Exams • Self-Occupational Profile • Leadership in OS/OT Assignment
6. Demonstrate an understanding of the complexity of occupation.	Occupation and Critical Thinking	B.2.2 **B.3.2**	• Self-Occupational Profile
7. Describe the patterns of occupational performance of self and others.	Occupation and Communication	B.2.2 **B.3.2**	• Self-Occupational Profile

Assessment Methods:

	Percent of Final Grade	Points
1. Midterm Exam- Modules 1 & 2	10%	100
2. Final Exam- Module 3 + Comprehensive of Modules 1 & 2	10%	100
3. Readiness checks- 5 quizzes including APA Online Quiz- 2% each	10%	100 (20 pts @)
4. Assignment 1- Leaders in Occupational Science and Occupational Therapy + Professional writing	20%	200
5. Assignment 2- Self-Occupation Profile	20%	200
6. Assignment 3- Occupational Evidence	20%	200
7. Class participation, incorporating feedback, & Professional behaviors	10%	100

Total: 1000 pts |

Final grades will be assigned according to the following scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

General Guidelines for Assignments:
Unless indicated otherwise on the course outline, all written assignments must be completed for submission by 11:59 pm of the due date listed in order to receive full credit. Exceptions must have prior approval of Course Instructor**.** Late assignments will receive 10% off for each 24-hour period past the due date and time. No assignments will be accepted after the close of the last regularly scheduled class meeting of the course. No grades of "Incomplete" will be granted unless there is an emergency that is documented. **All** assignments must be completed to pass this course. This course does NOT include opportunities for extra credit.

Course Requirements:
Faculty will open up the Blackboard site for this course no later than the first day of class. Students must be able to access Blackboard throughout the semester.
All assessments/assignments as listed in the table above must be completed to receive a passing grade in this course. See Course Outline for due dates.

Student Progress and Important Dates:
Students participate in an ongoing feedback process with the instructor. Students will receive feedback on written assignments either in writing or electronically prior to the midpoint in the semester. Students may check their grade on Blackboard at any time. To schedule an appointment to discuss your grades or performance in a class, contact the instructor by email.

Final grades will be posted via EKU Direct. **Any student who receives a grade lower than a B will be informed of this via email prior to the last day of withdrawal from the course. Copies of this email will be sent to the Graduate Coordinator and the Department Chair.** Refer to the Colonel's Compass online (http://colonelscompass.eku.edu) for specifics of the EKU withdrawal policy and procedures.

Professional Behaviors: Refer to the departments professional identities learning support and evaluation policy.
*Note that students may not post videos related to this course on any medium without asking for specific permission from the instructor.

Department Attendance Policy
The Department of Occupational Science and Occupational Therapy adheres to the attendance policy published by Eastern Kentucky University. It is the policy of the Department that individual course instructors may determine if class attendance will be included as a graded item for the course. Students are advised to review course syllabi to determine specific course requirements.

Course Specific Attendance and Participation Policy
The student is an active learner and benefits from full class attendance and participation. A rubric will be used to assess participation in the class discussions and active learning experiences. The student will notify the course instructor when he/she will be absent. The student is expected to be prompt for class. This class will follow the EKU Department of OS & OT Course Attendance Policy and the EKU Student Absence from Class Regulation Statement:
(http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf)

See the following link for University Statements:
https://academicaffairs.eku.edu/syllabi regarding: Accessibility, accommodation, academic integrity, discrimination and harassment, and student rights under Title IX.

INCLEMENT WEATHER PLAN: See adjusted schedules at following link:
http://www.eku.edu/weather/richmond-campus-inclement-weather-plan

WITHDRAWAL DATES: For current withdrawal dates please refer to the following link:
http://colonelscompass.eku.edu/

Official E-mail: An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

The Student Success Center
The Student Success Center, located on the ground floor of the library, provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 150 courses, as well as other services including mentoring, workshops, study space, computer use, and with any questions related to your college experience. Drop-in visits are welcome, and no appointment is necessary.

Email: successcenter@eku.edu   Website: www.successcenter.eku.edu

Eastern Kentucky University
College of Health Sciences
Department of Occupational Science and Occupational Therapy
Syllabus OTS 313
Occupation in Diverse Contexts, CRN: 12348, 12349, 12350
Fall 2023

Course Professors

<mark>CRN: 12348</mark>	<mark>CRN: 12349, 12350</mark>
Dr. Laura Bray, PhD, MS, OTR/L,	Karen Puckett, OTR/L, M.Ed., MAT
Office: Dizney, Office 236	**Office:** Dizney, Office 125
Phone: (859) 622-2470	**Phone:** (859) 622-
Email: laura.bray@eku.edu	**Email:** karen,puckett@eku.edu
Student Hours (virtual and regular office hours): as posted and upon request – both in person and virtual office hours available	**Student Hours (virtual and regular office hours):** as posted and upon request – both in person and virtual office hours available

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Credits: 3

Course Catalog Description:
Application of the constructs of context to understand the impact on occupation and health. Introduction to cultural awareness and diversity. Enhance understanding of ability and disability concerns in social and environmental contexts.

Instructor's Course Description:
Students will gain an understanding of multiple contexts, culture and diversity, and ability and disability from an occupational perspective. Students will apply this knowledge through experiential learning activities.

Level of Mastery: Introduction

Texts and Course Materials:
Required:

Wells, S. A., Black, R., M., & Gupta, J. (2016). Culture & occupation: Effectiveness for occupational therapy practice, education, and research (3rd ed.). Bethesda, MD: AOTA Press.

Article and other readings from the occupational science literature as assigned throughout the semester.

Student Learning Outcomes:

Student Learning Outcome	Curriculum Outcome	ACOTE Standards	Instructional Methods	Assessment Methods
1. Explain the dynamic interplay of context and occupation for persons, groups, and populations.	Occupation and Critical thinking	**B.1.2**	Lecture Group work	Evidence Poster Exams
2. Evaluate the environment for contextual supports and barriers using concepts of universal design, ergonomics, and Americans with Disabilities Act regulations related to contextual modification.	Occupation and Critical thinking	**B.1.3** B.4.18	Lecture Group work	ADA/UD/Ergonomic Project Exams
3. Analyze how habits, routines, roles, and rituals form occupational patterns and impact health.	Occupation and Critical thinking	**B.1.2** **B.1.3**	Lecture Group work	Contextual Analysis Exams
4. Reflect on personal cultural beliefs and implicit bias and their impact on occupational performance in order to expand cultural self-awareness.	Occupation and Critical thinking	**B.1.2**	Lecture Self-assessment activities	Self-Assessment of Cultural Competence Exams
5. Compare and contrast cultural similarities and differences with diverse persons, groups, and populations to enhance cultural knowledge and impact health and wellness.	Occupation and Critical thinking	**B.1.2** **B.1.3**	Lecture Group work	Cultural Exploration Discussion Board Exams

Assessment Methods:

Assessments/Assignments	Percent of Final Grade	Points
1) Midterm Exam	10%	40
2) Final Exam	20%	80
3) Cultural Exploration Discussion Board	10%	40
4) Self-Assessment of Cultural Competence	10%	40
5) ADA, Universal Design, and Ergonomics Project	15%	60
6) Contextual Analysis Paper	15%	60
7) Evidence Poster	20%	80
TOTAL	100%	400

Note: Percent of final grades are rounded.

Final grades will be assigned according to the following scale:
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

Course Requirements:
Faculty will open up the Blackboard site for this course no later than the first day of class. Students must be able to access Blackboard throughout the semester. All assessments/ assignments as listed in the table above must be completed to receive a passing grade in this course. See Course Outline for due dates.

Course Outline:
See separate Course Outline.

Student Progress and Important Dates:
Students participate in an ongoing feedback process with the instructor. Students will receive feedback on written assignments either in writing or electronically prior to the midpoint in the semester. Students may check their grade on Blackboard at any time. To schedule an appointment to discuss your grades or performance in a class, contact the instructor by email.

Final grades will be posted via EKU Direct. **Any student who receives a grade lower than a B will be informed of this via email prior to the last day of withdrawal from the course. Copies of this email will be sent to the BSOS Coordinator and the Department Chair.** Refer to the Colonel's Compass online (http://colonelscompass.eku.edu) for specifics of the EKU withdrawal policy and procedures.

Professional Behaviors:
Refer to the department's professional identities learning support and evaluation policy.

Eastern Kentucky University
[EKU ATTENDANCE POLICY](https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6acr_student_absence_from_class_0.pdf)
(https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6acr_student_absence_from_class_0.pdf)

Department Attendance Policy
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Course Specific Attendance and Participation Policy
The student is an active learner and benefits from full class attendance and participation. Students should make every effort to attend every class meeting. In all cases, to the extent possible, the student should notify the instructor **in writing, before** the start of the missed class. Students with an unexcused absence (including being tardy or leaving class early) will not be permitted to make-up any missed graded class activity for the date of the missed class, such as a presentation. Students with an excused absence (including being tardy or leaving class early) will be permitted to make-up a graded class activity, to the extent possible, or an alternate assignment will be permitted. Students should email any assignments that are due to the instructor by the start of class time on the date of the missed class, or the assignment will be counted as late with a 5% grade reduction for every day past the due date. Cell phones, laptops, and other devices must be shut off and stored away during class time, unless being used for specific course purposes as directed by the instructor.

[ACCESSIBILITY ACCOMMODATION STATEMENT](https://academicaffairs.eku.edu/syllabi) (https://academicaffairs.eku.edu/syllabi)

Mental/Physical Wellness Resources:
Eastern Kentucky University is committed to the wellbeing of all students.
Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for after-hours assistance contact:
- EKU Counseling Center After Hours Urgent support line: (859) 622-1303
- National Suicide Hotline: (800) 273-8255 or dial 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:
- EKU Student Health Services: (859) 622-1761
- EKU Psychology Clinic: (859) 622 2356
- EKU Counseling Center: (859) 622-1303
- EKU Women's Health Clinic: (859) 622-1761

ACADEMIC INTEGRITY (http://www.academicaffairs.eku.edu/syllabi/)
EKU is committed to the Academic Integrity policy in this course. Students can find this policy at https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.3acr_academic_integrity_0.pdf. For help with understanding how this policy works, contact the Office of Student Conduct at https://studentconduct.eku.edu/.

INCLEMENT WEATHER PLAN (https://www.eku.edu/weather-plan)

WITHDRAWAL DATES (http://colonelscompass.eku.edu/)

NON-DISCRIMINATION AND HARASSMENT, TITLE IX, AND PREVENTION STATEMENT (https://academicaffairs.eku.edu/syllabi)

Student Success Center
The Student Success Center, located on the ground floor of the library, provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 200 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. Email successcenter@eku.edu or visit http://successcenter.eku.edu. Drop-in visits are welcome, and no appointment is necessary.

The Noel Studio for Academic Creativity
The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written or oral communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at http://www.studio.eku.edu/ or call 859-622-6229.

Official Email
An official EKU email is established for each registered student, each faculty member, and each staff member. All university communications sent via email will be sent to this EKU email address.

Eastern Kentucky University
Women & Gender Studies Program
Department of Occupational Science & Occupational Therapy
OTS 380 CRN # 14169 and WGS 380 CRN # 14172
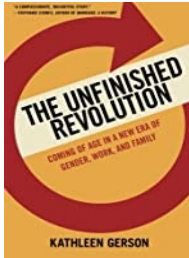**Gender & Work in the U.S.**
Fall 2023

Time: Asynchronous (8-Week)
Place: Blackboard (Bb)/Bb Collaborate Ultra and/or Zoom
Instructor:
Office: Zoom and/or Dizney 109
Office Hours: Virtual/appointment
E-mail:

Required Texts in the Order of Use
Required: (EKU Booksmart)
Gerson, K. (2011). *The unfinished revolution: Coming of age in a new era of gender, work, and family* (1st ed.). Oxford University Press.
ISBN-10 : 0199783322/ ISBN-13 : 978-0199783328

Recommended:
Opie, T. & Livingston, B. (2022).*Shared sisterhood: How to take collective action for racial and gender equity at work*. Harvard Business Review Press.
ISBN-10 : 1647822831/ ISBN-13 : 978-1647822835

Other Resources:
Selected occupational science and WGS/social science readings from the professional literature made available by Professor and/or guided internet/scholarly research. Selected readings also made available through the EKU Crabbe Library.

Catalog Course Description
OTS 380/WGS 380 Gender and Work in the U.S. (3) Cross-listed as WGS 380/OTS 380. Prerequisite: ENG 102 or 105 (B) or HON 102 or departmental approval. A survey view of occupational science and sociological constructs related to gendered work. Includes content on family work linkages, gendered organizations, and public policies in the workplace. Credit will not be awarded to students who have credit for OTS 480, WGS 380 or WGS 480.

WGS/OTS Student Learning Outcomes
Upon completion of the course, students will be able to:
1. identify occupational science and sociological constructs of gender and relate this knowledge to the nature, meaning, and organization of gendered work
2. demonstrate the ability to contrast varied theoretical approaches related to gendered issues in the workplace
3. understand the social significance of concepts such as gendered divisions of labor, unpaid labor, wage disparities, race and class differences, and sexual harassment
4. understand the significance of care work and family-linkages from an occupational science perspective
5. compare and contrast current issues, dilemmas, and trends relevant to gender and work with one's own life experiences
6. begin to creatively and critically analyze the issues of gender and work.

WGS Program and Course Expectations
This course is designed to reflect EKU's Diversity, Equity, and Inclusion Plan, https://diversity.eku.edu/, that "respects and celebrates diversity, which includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexual orientation, disabilities, and cultural or national backgrounds, in pursuit of common unity." Our university community respects and celebrates the diversity of peoples, seeks to embrace all individuals, and prohibits discrimination.
Women and Gender Studies courses seek to deconstruct systems of oppression and power; thus, topics will help students develop a greater capacity for intellectual open-mindedness. Courses will immerse the students in the complexity of human differences and commonalities. Exploration, analysis, and application of complex identity issues characterize these courses. WGS courses emphasize the challenges that must be addressed to achieve just, equitable, and productive societies, and promote the development of skills necessary to work effectively with others from diverse identities and perspectives.

Academic study of gender involves potentially controversial topics that might challenge your ideas, values, and beliefs. These moments should be viewed as learning experiences, and WGS courses encourage students to be open to these challenges with the intention of facilitating their own intellectual and social growth.

Diversity of opinions in the classroom will create a more dynamic learning environment, and course grades will be based on your critical thinking, not on your personal viewpoints.

Please note: Films and other media used in the course may contain thought-provoking and potentially controversial material. The instructor and the class will discuss how the material is germane to overall course goals and topics.

To ensure an optimal learning environment, the following behaviors are expected from all members of the class:
1. Think through your comments before you make them.
2. Make comments to the entire group and not to the person(s) near you.
3. Never make derogatory comments toward another person in the class.
4. Disagree with ideas, but do not make personal attacks.
5. Be open to be challenged or confronted on your ideas or prejudices.
6. Challenge and confront others with the intent of facilitating growth, not to demean others.
7. Encourage others to speak up. Be especially encouraging of people who are working through their prejudices and attempting to grow as critical thinkers.

8. Be open to change.
9. See also Part 4 of the EKU Student Handbook: https://studentsuccess.eku.edu/studenthandbook

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WGS Minor or Certificate

   A student may complete an interdisciplinary Women & Gender Studies minor by taking 18 hours, including WGS 201, WGS 400, and twelve hours of electives.

   The certificate in Women & Gender Studies requires 12 hours, including WGS 201, WGS 400, and six hours of electives.

   Electives must be selected from at least two different areas among the following courses: WGS 132, 232, 300, 302, 303, 304, 305, 306, 308, 309, 331, 345, 349, 364, 365, 366, 378, 380, 420, 446, 451, 495, 591, 592, 593, SOC 399, or gender-specific courses from other programs (upon WGS Director approval).

   Please contact Dr. Lisa Day (lisa.day@eku.edu) if you would like to declare a minor or certificate.

Evaluation Methods and Course Requirements

1) Prompts Participation   40%
2) Reflection Essay (RE)   30%
3) Final Project: Making News   30%
4) The instructor will host a live (real-time) open forum/office hours Zoom session each week– day/time/link on Course Outline and in Bb Menu. Optional for students (not required to attend). Instructor will be available to students for general discussion on topics of interest, course materials, mentoring, grading, or anything student or course related 😊 .

Policy on Late or Make-Up Work: Keep in touch with the instructor if you are feeling challenged! General rules about your coursework: No make-up work for Book Prompts Participation. If you do not complete coursework as assigned or submit late, you may not earn full participation points (there may be a grace period for this). The Final Project Making News must be submitted by final due date to earn final course grade. All assignments must be completed to pass the course.

Course grade
   Grading Policy:
   90-100   A
   80-89   B
   70-79   C
   60-69   D
   < /= 59   F

Course assignments are weighted. Final grades are calculated by points for each assignment, then each assignment is weighted for a total 100% final grade.

University Attendance Policy
Students are expected to attend class and actively participate in all aspects of the learning process. This includes all Blackboard (Bb) discussions, written work, and other Bb activities. Students who miss more than 10% of the participation points due to unexcused absences are subject to failing the course. Excused absences include verifiable medical or family emergencies, university-approved activities (accompanied by a University excuse), illness (yours or a family member's), and other absences as outlined in the University's "Student Absence from Class" policy.

Student Progress
Consult the academic calendar at https://colonelscompass.eku.edu/fall-2023-deadlines-adddrop-refunds#full for drop/withdraw dates or EKU Website/Colonels Compass

Technology and Email
EKU requires all students and faculty to use their university email accounts for all correspondence (Instructor will not accept email from non-EKU addresses due to privacy and hacking concerns)

Accessibility Statement
Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services, or if you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Equity and Inclusion, (859) 622-8020. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity
Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity policy is available at http://www.academicintegrity.eku.edu/. This statement is applicable to all EKU students in all courses regardless of whether it appears in the class syllabus. Questions regarding the policy may be directed to the Office of Academic Integrity.

Disclosures of Discrimination, Harassment, or Violence
EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. The university supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu.

EKU's commitment also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you would like to obtain confidential help from someone who does not have to report the information, please go to www.titleix.eku.edu for resources, including the following:
- EKU Student Health Services   622-1761
- EKU Counseling Center   622-1303
- Title IX at EKU   622-8020
- Ampersand Sexual Violence Resource Center of the Bluegrass   800-656-4673 (hotline)
- Hope's Wings Domestic Violence Program   859-623-4095
- National Suicide Hotline   988

The Non-Discrimination and Harassment policy is available at
https://policies.eku.edu/sites/policies.eku.edu/files/policies/1.4.1pnondiscriminationharassment.pdf and
questions regarding the policy may be directed to the Director of Equity & Inclusion and Title IX at
https://titleix.eku.edu/people.

Writing Assistance: The Noel Studio for Academic Creativity is a free resource for the EKU
community, including graduate and undergraduate students. At the Noel Studio, a trained consultant
will work with you or your small group on any piece of written, oral, or multimodal communication, at
any stage in the process from brainstorming to finished product. Consultants can also help you develop
effective research strategies. For more information, visit the Noel Studio website
at http://www.studio.eku.edu/ or call 859-622-7330.

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over 150 courses, as well as other services including mentoring, workshops, study space, computer
use, and with any questions related to your college experience. Drop-in visits are welcome, and no
appointment is necessary.

Visit www.successcenter.eku.edu or email successcenter@eku.edu for more information.

Optional Open Forum/Office Hours with Instructor, Thursdays, 5:30-6:30 pm, Zoom:
Please click the following link to join the EKU E-Presence Zoom Meeting
https://eku.zoom.us/j/8767486049?pwd=amZnTTNIbXNJclIyRGs5NlMrS1BEZz09
Passcode, if prompted: research

EASTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF OCCUPATIONAL THERAPY
COURSE SYLLABUS
Spring Term B 2024

Course

OTS 886 Culture and Diversity in OT
3 Credit Hours
CRN#: 23929

Instructor

Susan Skees Hermes, OTD, OTR/L, BCP
Assistant Professor
Mail: 119 Dizney, 521 Lancaster Ave., EKU, Richmond, KY 40475
Phone: 859-622-7372
Fax: 859-622-1601
E-mail: **Susan.skeeshermes@eku.edu**

Virtual office hours:
Tuesday, 8 – 9 pm EST via Zoom synchronous, or Bb Discussion Board Virtual Office asynchronous.

Please click the following link to join the EKU E-Presence Zoom Meeting.
https://eku.zoom.us/j/99872465731

(Passcode, if prompted: OTS886)

Catalogue Course Description

Prerequisite: Enrollment in OTD Program.
Culture, diversity and occupation. Importance of culture and diversity in OT and health care policy and practice. Disparities related to culture/diversity. Global and national policy and program models for inclusion of culture and diversity. Disability as culture and diversity.

Student Learning Outcomes

At the conclusion of the course, the student will be able to:

1. Analyze the importance of diversity and culture in occupational choices and contexts.
2. Analyze national and international trends, policies and practices regarding culture and diversity in occupational therapy and health service delivery.
3. Apply concepts of occupational justice to advocate for persons in diverse cultures and cultural contexts.
4. Apply ethics to health care policy and practice for individuals, groups and systems in diverse cultures.
5. Design a culturally competent occupation-based program inclusive of diverse populations and contexts.

Official E-mail

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via email will be sent to the EKU email address.

Course Materials

Required Readings:

- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC:
- o Further required readings will be posted in full document form under the documents tab for this course and will be listed with the weekly assignments. As each student will apply coursework in their clinical/educational settings, relevant supporting literature will be included in the assignments.

Recommended Readings/Further Resources:

- AOTA Practice Essentials: Diversity, equity, and inclusion in OT https://www.aota.org/practice/practice-essentials/dei/~/link.aspx?_id=6E5E5B50FE334D9C82943AE22339AF48&_z=z
- Balcazar, F. E., Suarez-Balcazar, Y. Taylor-Ritzler T., Keyes, C.B. (eds.) (2010), *Race, culture and disability: Rehabilitation science and practice.* Jones and Bartlett
- Bonder, B. Martin, L. & Miracle, A. (2002) *Culture in clinical care.* Slack
- Huff, R.M, Kline, M.V., 7 Peterson, D. V. (eds.) (2015) *Health promotion in multicultural populations.* Sage.
- Kronenberg, F., Algado, S. & Pollard, N. (eds.) (2005). *Occupational Therapy without Borders: Learning from the spirit of survivors.* Churchill Livingstone.
- Kronenberg, F., Pollard, N. & Sakellariou, D. (eds.) (2011). *Occupational Therapies Without Borders, Volume 2: Towards an ecology of occupation-based practices.* Churchill Livingstone.

- Iwama, M. (2006). *The KAWA Model: Culturally relevant occupational therapy.* Churchill Livingstone.
- Royeen, M., & Crabtree, J. (2006). *Culture and rehabilitation: From competency to proficiency*. Pearson & Prentice Hal
- Wells, S. A., Black, R., M., & Gupta, J. (2016). *Culture & occupation: Effectiveness for occupational therapy practice, education, and research* (3rd ed.). AOTA Press.

Course Syllabus

The course syllabus provides detail and guidance designed to avoid confusion about course requirements. Each student should print and keep a hard (paper) copy of the course syllabus with their course references/texts and course notes. The course syllabus explains course overview information, course requirements, evaluation methods, course policies and procedures, course schedule, criteria for assignments, grading rubric, etc.

The course faculty does, however, reserve the right to modify the course syllabus, course requirements, course schedule, etc., if needed. If course modifications are made, changes will be communicated to the students during the Zoom ™ class sessions, recordings of course content, and/or through e-mail(s) so that students can be aware of the changes.

Acceptance of Course Guidelines & Student Commitment

In attending this course, students acknowledge that they accept the course guidelines and will follow the teaching schedule, deadlines, and requirements of the course.

Students participate in this course by agreeing to the following:

- Agreeing to complete weekly reading assignments on schedule
- Taking course notes for each lecture
- Maintaining adequate computer capability with webcam and headset, utilizing Adobe connect and MS Office (at least 2007)
- Having a working e-mail address accessible by the EKU Blackboard Learning System.
- Attending each class meeting
- Participating in class discussions
- Submitting assignments on schedule
- Monitoring instructor e-mails
- Maintaining functioning online and Blackboard capability
- Understanding the syllabus

Teaching-Learning Methods

This course is designed using active learning pedagogy that maximizes the interaction of the student with the course content and materials. The course teaching-learning methods (e.g., readings; discussions through Adobe Connect™ class sessions and online/written discussions; papers; oral presentations; audiovisuals, including PowerPoint; and course evaluations) are

designed to improve student skills in areas such as in-depth reading, critical thinking, synthesis, and written and oral communication.

Course Methodology & Technical Support

This course is 100% online, with the expectation that students will use EKU's Blackboard course management system for all coursework, with the exception of the Adobe Connect™ class sessions and recordings. Therefore, it is the student's responsibility to have and maintain functioning online computer capability that operates with the EKU online Blackboard system, including e-mail.

Students must have a working knowledge of Blackboard and their personal computer. The OTD Orientation Site in Blackboard and Blackboard tutorials are available for learning to use Blackboard. If you encounter any Blackboard or computer related technical problems, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in Blackboard.

Course Participation & Assignment Policies and Procedures

Students are expected to participate in all class sessions and to submit and/or post all course assignments on or before the scheduled dates and times. In the event of a documented extenuating circumstance (e.g., student is hospitalized, death in the immediate family) which prevents a student from participating in a class session(s) and/or from submitting an assignment(s) on the scheduled date and/or at the scheduled time:

- **The student** must communicate with the course faculty **prior** to missing the class session(s) and/or assignment(s).
- **Unexcused, absence from class sessions and/or unexcused, late course assignments will not be accepted, and make-up will not be allowed**. **Course sessions (e.g., course presentation) and/or assignments missed due to a documented extenuating circumstance (e.g., student is hospitalized, death in the immediate family) may be made up at the discretion of the course faculty** and if make-up is feasible.
- Cancellation or delay of university classes due to adverse weather or other unexpected events will not affect the class sessions or assignment schedule (i.e. dates and/or times).
- The grades for written course assignments will be based on the student's first submission of the assignment, as long as the assignment was submitted on time and according to criteria for the assignment; multiple submits and/or re-submits of the same assignment(s) will neither be accepted nor evaluated by the course faculty.
- Except in extenuating circumstances on the part of the course faculty, the student should expect feedback from the course faculty as follows: a) e-mails and Virtual Office postings – within 48 hours, excluding weekends and holidays, after the date/time that the e-mail was sent or the Virtual Office question(s) and/or comment was posted; b) course assignments (i.e., Discussion Board; Self Introduction; Diversity and Disparity; Model Application; Program Design;

Education or Research Design) – within 1 week after the date/time that the assignment was due/presented.

- The student has one week after each grade is posted in the Blackboard Grade Center to review the grade with the course faculty and/or to request that the course faculty review the grade. After one week, the grade will not be reviewed and will remain as posted.

Acceptance Of Course Policies & Procedures, Requirements, Etc. & Student Commitment

By enrolling and participating in this course, the student acknowledges that they accept the course policies and procedures, requirements, etc. as specified in this course syllabus and in the OTS886 Blackboard site. Further, students enrolling and participating in this course agree to follow the Assignment & Course Policies and Procedures as outlined above and across the course materials.

Official E-Mail & Course Correspondence Policy

1. "An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communication sent via e-mail will be sent to the EKU e-mail address." Each student is required to use their EKU assigned e-mail address to help ensure that you receive all course information in a timely manner. The course faculty is not authorized to respond to e-mails originated outside the EKU system.
2. Any e-mail correspondence regarding this course must include the specific course ID (i.e., OTS 886) as the first letters/numbers of the subject line. The course ID (OTS 886) should be followed by a space and a distinctive subject (e.g., OTS 886 Discussion Board Question 1).
3. All course assignments must be submitted within Blackboard unless explicitly specified otherwise by the course faculty. Refer to the criteria for the assignments for this course for submission requirements for the specific assignments, whether they are to be posted in Blackboard or submitted to the course faculty as an attachment to an e-mail.
4. All e-mails related to this course should be directed to the course faculty. The course faculty will respond to any questions or concerns, usually within 48 hours. Refer also to the Course Participation and Assignment Policies and Procedures in this Course Syllabus. If you have not received a response to an e-mail within 48 hours, please e-mail the course faculty again (or call the course faculty) in case they did not receive the prior e-mail.
5. All correspondence in e-mails, Discussion Board, Virtual Office, and/or the Class Lounge should be in a positive tone and of civil content. No cursing or demeaning of other students or of the course faculty is allowed. It is fully acceptable to disagree with other students in correspondence; however, it should be done in a constructive manner.

EKU Student Success Support Services

As an online student you have access to student support services, which are free to the student. These services include, but are not limited to, the following:

Smarthinking: Smarthinking is an online service, available on any internet-connected computer. Smarthinking provides one-to-one tutoring, by certified tutors, on such things as the APA writing style (used by the Department of Occupational Therapy) and written communication (e.g., grammar or organization of a paper). With a Smarthinking account, you can participate in an interactive session, with a tutor, or you can submit a question or a paper for an asynchronous response, typically within 24 hours. You can access the Smarthinking Tutoring Service by clicking on the Tools menu option in your OTS 886 Blackboard course site.

Student Progress

The course faculty will provide students with information on their progress in this course by posting a grade(s) in the Grade Center, within the OTS 886 Blackboard site for this course, at least one time prior to mid-term.

Course grades may be viewed in the Blackboard Grade Center across the course by going to the "My Grades Link" within the OTS 886 Blackboard site. Grades will be posted as soon as possible after each assignment is received and evaluated by the course faculty. Refer also to the Course Participation and Assignment Policies and Procedures in this Course Syllabus.

Student-Faculty Conferences

Students are strongly encouraged to schedule conferences with the course faculty at any time during the semester. If a student has questions and/or difficulty relevant to this course, **the student should schedule an appointment with the course faculty as soon as possible**. Effective communication between students and faculty is essential to the teaching-learning process.

Virtual Office

The Virtual Office discussion forum is used to post questions to the instructor about the course. Posting them here will allow others who might have similar questions to see the questions and responses. Your instructor will check the Virtual Office frequently to answer any questions that may have been posted. In many cases your classmates may be able to provide assistance. Nothing posted in the Virtual Office is graded.

Class Lounge

The Class Lounge discussion forum is a place to get to know your classmates. It is a safe space to introduce yourself and find out about others who are taking this course. As is the case with the Virtual Office, nothing in this Class Lounge Discussion Board will be graded. The Class Lounge is analogous to the student center on campus: a place to socialize with other students. In Week 1 it is required that you post a short biography and picture (virtual introduction) to the Class Lounge.

Attendance/Participation

Regular attendance and participation in **all** class activities are expected of all students. **If a student has more than 20% absences from class, the student shall be assigned a final course grade of "F"**.

Please be advised that course faculty have the right to drop students from any course due to non-attendance of the first day of the class unless the student made prior arrangements with the course faculty for missing the class. Refer to the EKU First Day of Class Attendance Policy for additional information at http://registrar.eku.edu/sites/registrar.eku.edu/files/files/Use_it_or_Lose_it_FINAL_summary(1).pdf.

Assignment Location in Blackboard

All assignments that need to be completed and submitted during the course (i.e., readings, videos, Discussion Board questions and weekly writing assignments) are posted in Blackboard. Once you have completed each task you will submit your work to the instructor through the Blackboard system.

Course Requirements

Assignment	Weighted Portion
Active Learning Activities (10 activities) (e.g., Google Intro Slide x 1 /Discussion Board Activities x 4/ Perusall x 2/ and Flipgrid Assignments with Replies x 2 and the Final Flipgrid Wrap up)	35%
Personal Heritage Culture Flipgrid	15%
Teaching Tool Paper, Resource and Flipgrid	20%
Case Study Paper	20%
Final Reflection Paper	10%
Total	100%

Course Schedule

Course weeks begin on Monday. Written work is due by 11:59 pm EST on the dates specified on the Course Outline.

Evaluation Method

The grade for this course will be based on the grades earned on the course requirements as outlined above and as calculated by the Grade Center, within Blackboard, for this course as long as the student has no more than 20% absences from the course. Refer to the Attendance/Participation Policy in this Course Syllabus.

Criteria for Assignments & Grading Rubrics

- Visit the "Directions and Rubrics" page accessed in the left menu of Blackboard.

Grading Scale

Letter grades for this course will be assigned in accordance with the policy of the EKU Department of Occupational Therapy. A minimum final course grade of 80% will be required to pass the course; grades will be truncated, no rounding up. The grading scale is as follows:
A = 90 – 100%
B = 80 – 89%
C = 79 – 79%
D = 60-69%
F = <60%

Viewing Your Grades in Blackboard

You may view your grades under the Tools button on Blackboard in the My Grades Link. If you go into this section, you will be able to view any grades posted by the professor.

Spring 2024 Term B Important Dates

No. Weeks of TERM	8
Term Start Date	03/18/24
Term End Date	05/11/24
Last day to ADD or DROP a class. *Last day to change from P/F or Audit to GRADE.*	03/21/24
Mid-Term Date:*Mid-Term Grades Submission Deadline is 11:59 p.m.*	04/15/24
*Last day to WITHDRAW from class without a fee.	04/19/24
**Last Day to WITHDRAW from class. *Withdraw fee applies.*	04/28/24
Last day for 75% refund	03/25/24
Last day for 50% refund	03/28/24
Last day for 25% refund	03/31/24
Last Day to Change from Grade to AUDIT or P/F.	03/28/24

*Last day to withdraw without incurring a withdrawal fee. Students should withdraw through MyEKU.

**Last day to withdraw from a course. A $50.00 per credit hour fee will be assessed (e.g. $150.00 for a 3-credit hour course). Students should withdraw through MyEKU. Please note that students choosing to withdraw from the University (all courses) do not incur this withdrawal fee.

Please refer to this link for all drop/add dates.

http://colonelscompass.eku.edu/spring-deadlines-adddrop-refunds

Withdraw Policy

Student withdrawing after the fifth week of class will be assessed a $50.00 per credit hour fee for late withdraw. For information on the full withdraw policy, please visit **http://registrar.eku.edu/withdrawal-information#Withdrawing%20from%20a%20Class**.

Academic Honesty Policy

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The **Academic Integrity policy** is available at the **policy website**. Questions regarding the policy may be directed to the Office of Academic Integrity.
For current University policies and regulations, please go to EKU's **Policy Website**.

Accessibility Accommodation Statement

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at http://studentrights.eku.edu/academic-integrity. Questions regarding the policy may be directed to the Office of Academic Integrity.

Inclement Weather

All EKU class/event cancellation and delay announcements are posted on the EKU homepage, broadcast on WEKU-FM (88.9 FM), and Lexington television stations WLEX-TV (Channel 18), WKYT-TV (Channel 27) and WTVQ-TV (Channel 36), and given to other regional media outlets. Generally, the information is available to listeners/viewers by 6 a.m.
Weather and related road conditions are not the same in every area. The decision to travel to campus ultimately rests with each individual regardless of any action taken, or not taken, by the University. It is the responsibility of the student to work with the instructor to determine if arrangements can be made to make up any missed work.
Call 622-BADW (622-2239) for Up-To-Date Announcements
Sometimes the University will be open but will follow the Two-Hour Delay Schedule shown below.

Non-Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. The university supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to **http://greendot.eku.edu/.**
EKU's commitment also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you would like to obtain confidential help from someone who does not have to report the information, please go to **http://titleix.eku.edu/resources** for resources. The Non-

Discrimination and Harassment policy is available **here** and questions regarding the policy may be directed to the **Director of the Office of Equity and Inclusion & Title IX Coordinator.**

Disability Policy

A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA. If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by e-mail at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

Student Success Center

The Student Success Center, located on the ground floor of the library, provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 200 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. Email **successcenter@eku.edu** or visit **http://successcenter.eku.edu**. Drop-in visits are welcome, and no appointment is necessary.

The Noel Studio for Academic Creativity

The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written or oral communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at http://www.studio.eku.edu/ or call 859-622-6229.

EASTERN KENTUCKY UNIVERSITY COLLEGE OF HEALTH SCIENCES DEPARTMENT OF OCCUPATIONAL THERAPY COURSE SYLLABUS
Fall Term B 2023

Course

OTS 903 Capstone I: Project Development
3 Credit Hours
CRN#: 11919

Instructor:

Shirley O'Brien, Ph.D., OTR/L, FAOTA
Office: 237 Dizney
Mail: 103 Dizney, 521 Lancaster Ave., EKU, Richmond, KY 40475
Phone: 859-622-6329
Fax: 859-622-1601
E-mail: Shirley.OBrien@eku.edu

Catalog Course Description

Prerequisite: OTS 902. Design capstone project based on needs assessment, literature synthesis, and professional goals to serve as a change agent for occupation-based programming. Capstone emphases are ethical leadership within change and OBP for diverse populations.

Student Learning Outcomes

At the conclusion of the course, the learner will be able to:

1. Develop a problem statement, based on a review of literature, to support occupation-based programming with a select population.
2. Design a capstone project in which the student serves as a leader of change at the local, state, or national levels, using tools such as program development, participatory action research, client education, and evidence-based practice.
3. Justify the importance of the proposed capstone project based upon prior needs assessment.
4. Revise professional goals as needed to support capstone project development.

Official Email

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via email will be sent to the EKU email address.

Course Materials

Required:

1. American Psychological Association, (2019). Publication Manual of the American Psychological Association (7th ed.). Washington, D.C.: Author.
2. Membership in the American Occupational Therapy Association, available at www.aota.org.
3. EKU Capstone Project Guide (available on OTD Program Information Portal, and in Course Documents).
4. We will be using ZOOM to create videos of your final presentations. You may need a headset with microphone and webcam that are compatible with your computer in order for your instructor to record the presentations.
5. We may also use another video conferencing program (ZOOM) for e-mentoring during this course. Weekly e-mentoring sessions are required.

Recommended:

1. Bonnel, W. & Smith, K.V. (2021). Proposal writing for nursing capstones and clinical projects (3rd ed.). Springer. ISBN-13: 978-0826148940; ISBN-10: 0826148948

Course Syllabus

The course syllabus provides detail and guidance designed to avoid confusion about course requirements. Each student should print and keep a hard (paper) copy of the course syllabus with their course references/texts and course notes. The course syllabus explains course overview information, course requirements, evaluation methods, course policies and procedures, course schedule, criteria for assignments, grading rubric, etc.

The course faculty does, however, reserve the right to modify the course syllabus, course requirements, course schedule, etc., if needed. If course modifications are made, changes will be communicated to the students during the Blackboard Collaborate e-mentoring sessions, recordings of course content, and/or through e-mail(s) so that students can be aware of the changes.

Acceptance of Course Guidelines & Student Commitment

In attending this course, students acknowledge that they accept the course guidelines and will follow the teaching schedule, deadlines and requirements of the course.

Students participate in this course by agreeing to the following:

- Agreeing to complete weekly reading assignments on schedule
- Taking course notes for each lecture/session
- Maintaining adequate computer capability with webcam and headset, utilizing Zoom, Blackboard Collaborate and MS Office (at least 2007)
- Having a working e-mail address accessible by the EKU Blackboard Learning System.
- Attending each class meeting (e-mentoring)
- Participating in class discussions as appropriate
- Submitting assignments on schedule
- Monitoring instructor e-mails
- Maintaining functioning online and Blackboard capability
- Understanding the syllabus

Course Schedule

Course weeks begin on Monday. Written work is due by 11:59 pm EST on Sunday **EXCEPT** the last week of class in which most assignments are due by Tuesday or Friday 11:59 pm of the same week.

Teaching-Learning Methods

This course is designed using active learning pedagogy that maximizes the interaction of the student with the course content and materials. The course teaching-learning methods (e.g., readings; discussions through Blackboard Collaborate class sessions and online/written discussions; papers; oral presentations; audiovisuals, including PowerPoint; and course evaluations) are designed to improve student skills in areas such as in-depth reading, critical thinking, synthesis, and written and oral communication.

Course Methodology & Technical Support

This course is 100% online, with the expectation that students will use EKU's BlackBoard course management system for all coursework. Therefore, it is the student's responsibility to have and maintain functioning online computer capability that operates with the EKU online Blackboard system, including e-mail.

Students must have a working knowledge of Blackboard and their personal computer. The OTD Program Information Portal in Blackboard and Blackboard tutorials are available for learning to use Blackboard. If you encounter any Blackboard or computer related technical problems, please contact Dr. Steven Shisley at steven.shisley@eku.edu For all other technical problems such as retrieving forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in Blackboard.

Course Participation & Assignment Policies & Procedures

Students are expected to participate in all class sessions and to submit and/or post all course assignments on or before the scheduled dates and times. In the event of a documented extenuating circumstance (e.g., student is hospitalized, death in the immediate family) which prevents a student from participating in a class session(s) and/or from submitting an assignment(s) on the scheduled date and/or at the scheduled time:

- The student must communicate with the course faculty prior to missing the class session(s) and/or assignment(s).
- Unexcused, absence from class sessions and/or unexcused, late course assignments will not be accepted and make-up will not be allowed. Course sessions (e.g., course presentation) and/or assignments missed due to a documented extenuating circumstance (e.g., student is hospitalized, death in the immediate family) may be made up at the discretion of the course faculty and if make-up is feasible.
- Cancellation or delay of university classes due to adverse weather or other unexpected events will not affect the class sessions or assignment schedule (i.e. dates and/or times).
- The grades for written course assignments will be based on the student's first submission of the assignment, as long as the assignment was submitted on time and according to criteria for the assignment; multiple submits and/or re-submits of the same assignment(s) will neither be accepted nor evaluated by the course faculty.
- Except in extenuating circumstances on the part of the course faculty, the student should expect feedback from the course faculty as follows: a) e-mails and Virtual Office postings – within 48 hours, excluding weekends and holidays, after the date/time that the e-mail was sent or the Virtual Office question(s) and/or comment was posted; b) course assignments (i.e., course papers, peer responses, course presentation) – within 1 week after the date/time that the assignment was due/presented.
- The student has one week after each grade is posted in the Blackboard Grade Center to review the grade with the course faculty and/or to request that the course faculty review the grade. After one week, the grade will not be reviewed and will remain as posted.

Acceptance of Course Policies & Procedures, Requirements, Etc. & Student Commitment

By enrolling and participating in this course, the student acknowledges that they accept the course policies and procedures, requirements, etc. as specified in this course syllabus and in the OTS 903 Blackboard site. Further, students enrolling and participating in this course agree to follow the Assignment & Course Policies and Procedures as outlined above and across the course materials.

Official Email & Course Correspondence Policy

- "An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communication sent via e-mail will be sent to the EKU e-mail address." Each student is required to use their EKU assigned e-mail address to help ensure that you receive all course information in a timely manner. The course faculty is not authorized to respond to e-mails originated outside the EKU system.
- Any e-mail correspondence regarding this course must include the specific course ID (i.e., OTS 903) as the first letters/numbers of the subject line. The course ID (OTS 903) should be followed by a space and a distinctive subject (e.g., OTS 903 Paper 1).
- All course assignments must be submitted within BlackBoard unless explicitly specified otherwise by the course faculty. Refer to the criteria for the assignments for this course for submission requirements for the specific assignments, whether they are to be posted in Blackboard or submitted to the course faculty as an attachment to an e-mail.
- All e-mails related to this course should be directed to the course faculty. The course faculty will respond to any questions or concerns, usually within 48 hours. Refer also to the Course Participation and Assignment Policies and Procedures (#5) in this Course Syllabus. If you have not received a response to an e-mail within 48 hours, please e-mail the course faculty again (or call the course faculty) in case they did not receive the prior e-mail.
- All correspondence in e-mails, Discussion Board, Virtual Office, and/or the Class Lounge shall be in a positive tone and of civil content. No cursing or demeaning of other students or of the course faculty is allowed. It is fully acceptable to disagree with other students in correspondence; however, it should be done in a constructive manner.

EKU Student Success Support Services

As an online student you have access to student support services, which are free to the student. These services include, but are not limited to, the following: Bartleby.

Student Progress

The course faculty will provide students with information on their progress in this course by posting a grade(s) in the Grade Center, within the Blackboard site for this course, at least one time prior to mid-term.

Course grades may be viewed in the Blackboard Grade Center across the course by going to the "My Grades Link" within the Blackboard site. Grades will be posted as soon as possible after each assignment is received and evaluated by the course faculty. Refer also to the Course Participation and Assignment Policies and Procedures (#5) in this Course Syllabus.

Student Faculty Conferences

Students are strongly encouraged to schedule conferences with the course faculty at any time during the semester. If a student has questions and/or difficulty relevant to this course, **the student should schedule an appointment with the course faculty as soon as possible**. Effective communication between students and faculty is essential to the teaching-learning process.

Virtual Office

The Blackboard Virtual Office discussion forum is used to post questions to the instructor and other students about the course materials. Posting them here will allow others who might have similar questions to see responses. Your instructor will be checking the Virtual Office frequently to answer any questions that may have been posted. In many cases your classmates may be able to provide assistance. Nothing in the Virtual Office will be graded.

Class Lounge

The Class Lounge discussion forum is a place to get to know your classmates. It is required introduce yourself and find out about others who are taking this course. As is the case with the Virtual Office, nothing in this Class Lounge Discussion Board will be graded. The Class Lounge is analogous to the student center on campus: a place to socialize with other students.

Attendance Participation

Regular attendance and participation in **all** class activities are expected of all students. **If a student has more than 20% absences from class, the student shall be assigned a final course grade of "F"**.
Please be advised that course faculty have the right to drop students from any course due to non-attendance of the first day of the class unless the student made prior arrangements with the course faculty for missing the class. Refer to the EKU First Day of Class Attendance Policy for additional information at
https://registrar.eku.edu/sites/registrar.eku.edu/files/files/Use_it_or_Lose_it_FINAL_summary(1).pdf

Assignment Location in Blackboard

All assignments that need to be completed and submitted during the course (i.e., readings, videos, Discussion Board questions and weekly writing assignments) are posted in Blackboard. Once you have completed each task you will submit your work to the instructor through the Blackboard system.

Course Requirements- OTS 903

Assignment	Points	Weighted Portion
Participation (e-mentoring, and/or discussion as applicable) X 8 wks- 30 pts/ wk	240	40%
CITI Training	10	5%
Drafts for feedback	p/f	p/f
Capstone Project Report- Sections 1 - 3	50	30%
IRB Application	80	10%
Updated Leadership Portfolio (add artifacts as suggested) Updating is an independent activity.	0	p/f
Capstone Project Report Presentation	75	15%
TOTAL	455	100%

Please note that multiple drafts, based upon feedback may be added for no credit. Use of multiple drafts will help you to develop your scholarly writing needed in a Capstone Project.

All required assignments must be completed in order to successfully complete the course.

Evaluation Method

The grade for this course will be based on the grades earned on the course requirements as outlined above and as calculated by the Grade Center, within Blackboard, for this course as long as the student has no more than 20% absences from the course. Refer to the Attendance/Participation Policy in this Course Syllabus.

Criteria for Assignments & Grading Rubric

All assignment rubrics are located in the "'Rubrics" content page accessed in the left menu of Blackboard.

Grading Scale

Letter grades for this course will be assigned in accordance with the policy of the EKU Department of Occupational Therapy. A minimum final course grade of 80% will be required to pass the course; grades will be truncated, no rounding up. The grading scale is as follows:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F < 59%

Viewing Your Grades in Blackboard

You may view your grades under the Tools button on Blackboard in the My Grades Link. If you go into this section, you will be able to view any grades posted by the professor.

Fall 2023 8-Week Term / Second Session

No. Weeks of TERM.	8
Term Start Date	10/11/23
Term End Date	12/02/23
Last day to ADD or DROP a class. *Last day to change from P/F or Audit to GRADE.*	10/15/23
Mid-Term Date:*Mid-Term Grades Submission Deadline is 11:59 p.m.*	11/13/23
*Last day to WITHDRAW from class without a fee.	11/17/23
**Last Day to WITHDRAW from class. *Withdraw fee applies.*	11/21/23
Last day for 75% refund	10/18/23
Last day for 50% refund	10/21/23
Last day for 25% refund	10/24/23
Last Day to Change from Grade to AUDIT or P/F.	10/20/23

*Last day to withdraw without incurring a $50.00 per credit hour withdrawal fee. Students should withdraw through MyEKU.

** Last day to withdraw from a course. A $50.00 per credit hour fee will be assessed (e.g. $150.00 for a 3 credit hour course). Students should withdraw through MyEKU. Please note that students choosing to withdraw from the University (all courses) do not incur this withdrawal fee.

Non-Participation Policy

Please be advised that instructors have the right to drop students from any course due to non-participation. For information about the university's First Day of Class Attendance: Faculty-Drop Process, please visit http://registrar.eku.edu/FirstDayOfAttendance

Withdrawal Policy

Student withdrawing after the fifth week of class will be assessed a $50.00 per credit hour fee for late withdraw. For information on the full withdraw policy, please visit http://registrar.eku.edu/withdrawal-information#Withdrawing%20from%20a%20Class.

Mental/Physical Wellness Resources

Eastern Kentucky University is committed to the wellbeing of all students.

Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:

EKU Counseling Center After Hours Urgent support line:	(859) 622-1303
National Suicide Hotline:	(800) 273-8255

Students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	(859) 622-1761
EKU Psychology Clinic:	(859) 622 2356
EKU Counseling Center:	(859) 622-1303
EKU Women's Health Clinic:	(859) 622-1761

EKU Syllabus Statements: Accessibility Accommodation, Academic Integrity, Discrimination and Harassment, Title IX and Prevention

The most up-to-date syllabus statements can be found on EKU's Syllabus Statements page. This syllabus was created in compliance with these policies and EKU's syllabus policy. https://academicaffairs.eku.edu/syllabi

EASTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY
COURSE SYLLABUS
SUMMER 2023

Course

OTS 905 Applied Leadership Experience
CRN#: 50278
6 Credit Hours

Professor

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Catalogue Course Description

Prerequisites: OTS 902. Custom-designed experiential learning for capstone, field-based experiences in the Doctorate in Occupational Therapy. Course emphases are on ethical leadership within change and excellence in occupation-based services for diverse populations.

Student Learning Outcomes

At the conclusion of the course, the student will be able to:

1. Enact individualized Applied Leadership Experience objectives to develop ethical leadership skills as a change agent.
2. Engage in a mentoring relationship(s) with professional(s) within or outside occupational therapy to support growth as a leader and change agent.

Official E-mail

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via email will be sent to the EKU email address.

Course Materials
Required:

- OTD Applied Leadership Experience Guide
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. (ISBN# 978-1433832161).
- Membership in the American Occupational Therapy Association, available at www.aota.org.
- Selected literature from occupational therapy and related fields will also be required and will be listed in the weekly lessons & assignments.
- Headset with microphone and webcam

Course Syllabus
The course syllabus provides detail and guidance designed to avoid confusion about course requirements. Each student should print and keep a hard (paper) copy of the course syllabus with their course references/texts and course notes. The course syllabus explains course overview information, course requirements, evaluation methods, course policies and procedures, course schedule, criteria for assignments, grading rubric, etc.

The course faculty does, however, reserve the right to modify the course syllabus, course requirements, course schedule, etc., if needed. If course modifications are made, changes will be communicated to the students through e-mail(s) so that students can be aware of the changes.

Course Schedule
Course weeks begin on Monday. Written work is due by 11:59 pm EST on the dates specified on the Course Outline.

Acceptance of Course Guidelines & Student Commitment
In attending this course, students acknowledge that they accept the course guidelines and will follow the teaching schedule, deadlines and requirements of the course.

Students participate in this course by agreeing to the following:
- Agreeing to complete weekly reading assignments on schedule
- Taking course notes for each lecture
- Maintaining adequate computer capability with webcam and headset, utilizing MS Office (at least 2007)
- Having a working e-mail address accessible by the EKU Blackboard Learning System
- Participating in class discussions
- Submitting assignments on schedule
- Monitoring instructor e-mails

- Maintaining functioning online and Blackboard capability
- Understanding the syllabus

Teaching-Learning Methods

This course is designed using active learning pedagogy that maximizes the interaction of the student with the course content and materials. The course teaching-learning methods (e.g., readings; online/written discussions; papers; oral presentations; audiovisuals, including PowerPoint; and course evaluations) are designed to improve student skills in areas such as in-depth reading, critical thinking, synthesis, and written and oral communication.

Course Methodology & Technical Support

This course is 100% online, with the expectation that students will use EKU's Blackboard course management system for all coursework. Therefore, it is the student's responsibility to have and maintain functioning online computer capability that operates with the EKU online Blackboard system, including e-mail.

Students must have a working knowledge of Blackboard and their personal computer. The OTD Program Information Portal in Blackboard and Blackboard tutorials are available for learning to use Blackboard. If you encounter any Blackboard or computer related technical problems, please contact Steven Shisley at Steven.shisley@eku.edu. For all other technical problems such as retrieving forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in Blackboard.

Course Participation & Assignment Policies and Procedures

Students are expected to participate in all class sessions and to submit and/or post all course assignments on or before the scheduled dates and times. In the event of a documented extenuating circumstance (e.g., student is hospitalized, death in the immediate family) which prevents a student from participating in a class session(s) and/or from submitting an assignment(s) on the scheduled date and/or at the scheduled time:

- The student must communicate with the course faculty prior to missing the class session(s) and/or assignment(s).
- Unexcused, absence from class sessions and/or unexcused, late course assignments will not be accepted and make-up will not be allowed. Course sessions (e.g., course presentation) and/or assignments missed due to a documented extenuating circumstance (e.g., student is hospitalized, death in the immediate family) may be made up at the discretion of the course faculty and if make-up is feasible.
- Cancellation or delay of University classes due to adverse weather or other unexpected events will not affect the class sessions or assignment schedule (i.e. dates and/or times).
- The grades for written course assignments will be based on the student's first submission of the assignment, as long as the assignment was submitted on time and according to criteria for the assignment; multiple submits and/or re-submits of the same assignment(s) will neither be accepted nor evaluated by the course faculty.

- Except in extenuating circumstances on the part of the course faculty, the student should expect feedback from the course faculty as follows: a) e-mails and Virtual Office postings – within 48 hours, excluding weekends and holidays, after the date/time that the e-mail was sent or the Virtual Office question(s) and/or comment was posted; b) course assignments (i.e., course papers, peer responses, course presentation) – within 1 week after the date/time that the assignment was due/presented.
- The student has one week after each grade is posted in the Blackboard Grade Center to review the grade with the course faculty and/or to request that the course faculty review the grade. After one week, the grade will not be reviewed and will remain as posted.

Acceptance Of Course Policies & Procedures, Requirements, Etc. & Student Commitment

By enrolling and participating in this course, the student acknowledges that they accept the course policies and procedures, requirements, etc. as specified in this course syllabus and in the OTS 905 Blackboard site. Further, students enrolling and participating in this course agree to follow the Assignment & Course Policies and Procedures as outlined above and across the course materials.

Official E-Mail & Course Correspondence Policy

1. "An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communication sent via e-mail will be sent to the EKU e-mail address." Each student is required to use their EKU assigned e-mail address to help ensure that you receive all course information in a timely manner. The course faculty is not authorized to respond to e-mails originated outside the EKU system.
2. Any e-mail correspondence regarding this course must include the specific course ID (i.e., OTS 905) as the first letters/numbers of the subject line. The course ID (OTS 905) should be followed by a space and a distinctive subject (e.g., OTS 905 Paper 1).
3. All course assignments must be submitted within Blackboard unless explicitly specified otherwise by the course faculty. Refer to the criteria for the assignments for this course for submission requirements for the specific assignments, whether they are to be posted in Blackboard or submitted to the course faculty as an attachment to an e-mail.
4. All e-mails related to this course should be directed to the course faculty. The course faculty will respond to any questions or concerns, usually within 48 hours. Refer also to the Course Participation and Assignment Policies and Procedures (#5) in this Course Syllabus. If you have not received a response to an e-mail within 48 hours, please e-mail the course faculty again (or call the course faculty) in case they did not receive the prior e-mail.
5. All correspondence in e-mails, Discussion Board, Virtual Office, and/or the Class Lounge shall be in a positive tone and of civil content. No cursing or demeaning of other students or of the course faculty is allowed. It is fully acceptable to disagree with other students in correspondence; however, it should be done in a constructive manner.

EKU Student Success Support Services

As an online student you have access to student support services, which are free to the student. These services include, but are not limited to, the following:

Bartleby 24/7 Homework Help provides study resources whenever you need assistance. Subject matter experts are available around the clock to provide support and help answer your homework questions. Bartleby support can be accessed through your Blackboard login by clicking on the associated tab under Support Services in your OTS 905 Blackboard course site. Tips for online learning, research resources, and other supports are also available in the Support Services section of Blackboard.

Student Progress

A midterm grade for the course will be posted on Blackboard. All scores on tests and written assignments will be recorded on Blackboard throughout the semester. The student can analyze these results according to the grading criteria and grade values described above and in the course outline at any time.

Student-Faculty Conferences

Students are strongly encouraged to schedule conferences with the course faculty at any time during the semester. If a student has questions and/or difficulty, relevant to this course, **the student should schedule an appointment with the course faculty as soon as possible**. Effective communication between students and faculty is essential to the teaching-learning process.

Virtual Office

The Virtual Office discussion forum is used to post questions to the instructor about the course. Posting them here will allow others who might have similar questions to see the questions and responses. Your instructor will check the Virtual Office frequently to answer any questions that may have been posted. In many cases your classmates may be able to provide assistance. Nothing posted in the Virtual Office is graded.

Attendance/Participation

It is the student's responsibility to notify the professor and their site mentor of an absence or potential absence as soon as possible. Additionally, the student is responsible to obtain information presented during his or her absences and submit assignments due, prior to absence. There will be no make-up exams without prior approval from the instructor.

The student completes 12 weeks (summer) of OTS 905 (6 credits). This is approximately 13 hours per week in the summer, participating as described in their Applied Leadership Experience Plan. The student's schedule is set in collaboration between the student and the affiliating facility. Students are responsible for keeping a log of their ALE activities and the hours spent performing the activities.

Please be advised that course faculty have the right to drop students from any course due to non-attendance of the first day of the class unless the student made prior arrangements with the course faculty for missing the class. Refer to the EKU First Day of Class Attendance Policy for additional information at:
http://registrar.eku.edu/sites/registrar.eku.edu/files/files/Use_it_or_Lose_it_FINAL_summary(1).pdf.

Assignment Location in Blackboard

All assignments that need to be completed and submitted during the course (i.e., readings, videos, Discussion Board questions and weekly writing assignments) are posted in Blackboard. Once you have completed each task you will submit your work to the instructor through the Blackboard system.

Course Requirements

Requirement	Point Value	Weighted Portion
Flipgrid Discussions (2 @ 15 points each)	30	15%
Reflective Journal Entries (3 @ 15 points each)	45	15%
Mentor Feedback Sessions (2 @ 10 points each)	20	10%
Participation in the ALE: Experience Log	30	20%
Final Versions of Products	100	30%
Leadership Portfolio with Self-Assessment Narrative	70	10%

Evaluation Method

The grade for this course will be based on the grades earned on the course requirements as outlined above and as calculated by the Grade Center, within Blackboard, for this course as long as the student has no more than 20% absences from the course. Refer to the Attendance/ Participation Policy in this Course Syllabus.

Written Assignments Grading Criteria

All written work for this course is expected to be presented in a professional manner following APA style for referencing. Scholarly writing infers the use of credible sources, which are cited.

Criteria for Assignments & Grading Rubrics

The criteria for assignments and grading rubrics are available in "Course Documents."

Viewing Your Grades in Blackboard

You may view your grades under the Tools button on Blackboard in the My Grades Link. If you go into this section, you will be able to view any grades posted by the professor.

Grading Scale

Letter grades for this course will be assigned in accordance with the policy of the EKU Department of Occupational Therapy. A minimum final course grade of 80% will be required to pass the course; grades will be truncated, no rounding up. The grading scale is as follows:

A = 90 – 100%
B = 80 – 89%
C = 79 – 79%
D = 60-69%
F = <60%

Withdrawal Dates

For current withdrawal dates please refer to the following link: http://colonelscompass.eku.edu/

Mental/Physical Wellness Resources

Eastern Kentucky University is committed to the wellbeing of all students.

Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:

EKU Counseling Center After Hours Urgent support line:	(859) 622-1303
National Suicide Hotline:	(800) 273-8255

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	(859) 622-1761
EKU Psychology Clinic:	(859) 622 2356
EKU Counseling Center:	(859) 622-1303
EKU Women's Health Clinic:	(859) 622-1761

EKU Syllabus Statements: Accessibility Accommodation; Mental/Physical Wellness Resources; Academic Integrity; Discrimination and Harassment, Title IX and Prevention:

For current policies, please refer to the following link: http://www.academicaffairs.eku.edu/syllabi/

PLS 401	**Spring 2024**
Section 002	**T/TH 9:30-10:45**
3 Credit Hours	**Stratton 455**

Course Syllabus

Professor:	Dr. Allen Copenhaver
Dept:	Criminal Justice
Office:	Stratton 458
e-mail:	rodney.copenhaver@eku.edu (best way to reach me)
Ofc Hours:	Thursdays 1-2 p.m.

Course Description:
Prerequisite: CRJ 101 or PLS 103 or SJS 101 or COR 201 or departmental approval. Examines the policing of marginalized populations and investigates the realities of these persons within policing. Specific populations can include racial and ethnic minorities, age, women, sexual minorities, persons with physical and mental disabilities, immigrant populations, veterans, and others.

Learning Objectives:
- Analyze the issues surrounding race and ethnicity in the United States.
- Summarize concepts such as race, ethnicity, minority groups, multiculturalism, prejudice, and discrimination as they are used in the social science literature.
- Describe how race and ethnicity play a role in the criminal justice system.
- Understand how the historical development of policing relates to current concerns regarding multiculturalism.
- Describe the efforts taken to diversify policing and the overall effectiveness of those efforts.
- Identify how sentencing practices and sentencing structures have contributed to the overrepresentation of people of color in prison.
- Recognize racial disparity and trends in the correctional population.
- Demonstrate how criminal justice policies have impacted less powerful groups in society.
- Explain the benefits of maintaining a global perspective with regard to policymaking.
- Identify and discuss the critical issues challenging the future of multiculturalism and criminal justice.

Required Text:
McNamara, R., & Burns, R. (2024). *Multiculturalism, Crime, and Criminal Justice.* (3rd Ed.) Oxford

Required Materials:
1) Access to a computer with internet access and word processing capabilities.

Electronics Use Policy:
Computers and cellphones may not be used for any purposes other than classroom lab work. Violators will be asked to leave class.

Course Requirements:
1) Reading of Designated Text by Specified Lecture Date.
2) "You Make the Call" Assignments.
3) Five Exams
4) . 1 Course Project and Presentation

Grading:

1 Semester Course Project @ 100 points each	= 100 points (12.5% of grade)
8 "You Make the Call" Assignments @ 25 points each	= 200 points (25% of grade)
5 Exams @ 100 points each	= <u>500</u> points (62.5% of grade)
	Total = 800 points (100% of grade)

> **Final Course Grade:**
> 720-800 points = 90%-100% = A
> 640-719 points = 80% - 89% = B
> 560-639 points = 70% - 79% = C
> 480-559 points = 60% - 69% = D
> 479 or Lower   = 59% or Less= F

Student Progress:
Students will be notified of their course progress prior to the mid-point of the course..

Note: The last day to withdraw from the class without a "W" or fee is January 22, 2024. The last day to drop the course with a "W" but no fee is March 11, 2024. The last day to drop the class with a "W" and a fee is April 7, 2024.

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register

online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Mental/Physical Wellness Resources
Eastern Kentucky University is committed to the wellbeing of all students.

Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for after-hours assistance contact:

EKU Counseling Center After Hours Urgent support line: (859) 622-1303
National Suicide Hotline:
(800) 273-8255
or dial 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services: (859) 622-1761
EKU Psychology Clinic: (859) 622 2356
EKU Counseling Center: (859) 622-1303
EKU Women's Health Clinic: (859) 622-1761

Academic Integrity Statement

EKU is committed to the Academic Integrity policy in this course. Students can find this policy at
https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.3acr_academic_integrity.pdf. For help with understanding how this policy works, contact the Office of Student Conduct at https://studentconduct.eku.edu/.

Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu/.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's

Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to http://titleix.eku.edu/resources for resources. The Policy on Discrimination and Harassment is available here.

To make reports of incidents that might implicate the Policy on Discrimination and Harassment, for students needing accommodations related to pregnancy, and/or for quesstions or information about Title IX or the Policy on Discrimination and Harassment, please contact:

Lindsey A. Carter
Director of the Office of Institutional Equity & Title IX Coordinator
Jones 416
Lindsey.Carter@eku.edu
859-622-8020

Student Success Center Services:

The Student Success Center, located on the ground floor of the library, provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 150 courses, as well as other services including mentoring, workshops, study space, computer use, and with any questions related to your college experience. Drop-in visits are welcome, and no appointment is necessary.

Course Schedule

Week	T	TH
January 16-21	Syllabus/Course Introduction	Chapter 1
January 22-28	Chapter 1	Chapter 2
January 29-February 4	Chapter 2	Chapter 3
February 5-11	Chapter 4- You Make the Call Assignment 1 Due	Exam 1 (Chapters 1-4)
February 12-18	Chapter 5- You Make the Call Assignment 2 Due	Chapter 6
February 19-25	Chapter 7- You Make the Call Assignment 3 Due	Chapter 8
February 26-March 3	Exam 2 (Chapter 5-8)	Chapter 9- You Make the Call Assignment 5 Due
March 4-10	Chapter 10	Chapter 11
March 11-17	**SPRING BREAK**	
March 18-24	**ACJS- No Class- Work on Course Paper**	
March 25-31	Chapter 11- You Make the Call Assignment 6 Due	Chapter 12

April 1-7	Chapter 12- You Make the Call Assignment 7 Due	Exam 3 (Chapters 9-12)
April 8-14	Chapter 13- You Make the Call Assignment 8 Due	Chapter 13
April 15-21	Chapter 14	Chapter 15
April 22-28	Exam 4 (Chapters 13-15)	**Course Papers Due/Course Paper Presentations**
April 29-May 5	**Course Paper Presentations**	**Course Paper Presentations**
May 6-11	**Final Exam 8:00-10:00**	**N/A**

Note: Instructor reserves the right the change assignments, exams and due dates if the need arises.

EKU Course Syllabus Policy

For more detailed information on EKU 2023-2024 syllabus statements, please see:
https://academicaffairs.eku.edu/syllabi

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PLS 410 – The Police and Community

INSTRUCTOR

Brian Schaefer

Brian.Schaefer@eku.ed

TEXTBOOK

Students are required to have textbook the first week of class.

Community Policing: A Contemporary Perspective 7th edition (2015)
By Victor E. Kappeler and Larry K. Gaines
Routledge Publishers
ISBN: 978-1-138-85076-7 Hardback
978-0-323-34049-6 Paperback
978-1-315-72454-6 Ebook

CATALOG COURSE DESCRIPTION

Prerequisite: Junior or Senior standing. Examines relationships between the police and community that address crime and quality of life problems. Community is examined as a geographical space made of multiple and diverse publics sometimes requiring different strategies and attention. A distinction is drawn between public relations and police community partnerships.

COMMON COURSE OBJECTIVES

1. Learning factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Learning to analyze and critically evaluate ideas, arguments, and points of view

LEARNING OUTCOMES

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OFFICIAL EMAIL

I require students to check their email often. You are responsible for emails that I send you, even if you don't check your account.

An official EKU email account is established for each registered student, each faculty member, and each staff member. All university communications sent via email will be sent to this EKU email address. Students of this course are required to keep all emails that they send, or receive, regarding this course, until they receive their official final course grade from the university.

DISABILITY ACCOMMODATION STATEMENT

The University strives to make all learning experiences as accessible as possible. If you are registered with the EKU Center for Student Accessibility (CSA), please request your accommodation letter from the CSA. CSA will transmit your letter to the course instructor(s). It is recommended that you discuss the accommodations needed with your instructor(s).

If you believe you need an accommodation and are not registered with the CSA, please contact CSA in 361 Whitlock Building by email at accessibility@eku.edu or by telephone at (859) 622-2933.

A student with a "disability" may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks and working.

Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

Upon individual request, this syllabus can be made available in an alternative format.

ACADEMIC INTEGRITY

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding this policy may be directed to the Office of Academic Integrity. Please refer to link for additional

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Academic Dishonesty Defined

Academic integrity is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that incidents of academic dishonesty will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication.

Plagiarism

Plagiarism occurs when a student represents work taken from another source as his/her own. It is imperative that a student gives credit to information, words, ideas, and images that are integrated into his/her own work. Acknowledgement of a source of information in any form should consist of complete, accurate, and specific references and, if verbatim statements are included, quotation marks as well. Examples of plagiarism include, but are not limited to:

* Using words, ideas, or images from another source (including the Internet); whether in quotation marks or not, without giving credit to that source in the form of a bibliographic citation;
*Using facts, statistics, or other supporting materials that are not clearly common knowledge without acknowledgment of the source.

Cheating

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise. Cheating includes, but is not limited to:

* Giving or receiving assistance not authorized by the instructor or University representative;
* Participating in unauthorized collaboration on an academic exercise;
* Using unapproved or misusing electronic devices or aids during an academic exercise.

Fabrication

Fabrication is a form of deception and occurs when a student misrepresents written or verbal information in an academic exercise. Fabrication includes, but is not limited to:

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* Submission in a paper, thesis, lab report, practicum log, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence;

* Submitting as your own any academic exercise (verbal, written, electronic, or artistic work) prepared totally or in part by another person.

COURSE REQUIREMENTS

Participation

The student is expected to be prepared before engaging in a group discussion and demonstrate that preparation. Preparation refers to completing all readings before engaging in a group discussion with enough comprehension to contribute to an intelligent discussion.

Every effort will be made by the professor to maintain a class atmosphere conducive to learning and the free exchange of ideas. Since learning is an interactive process of communication between faculty and students, each student is expected to participate in this process. This class is being taught as a seminar, and it is my expectation that we will conduct the class sessions as true seminars. This expectation carries with it the following assumptions:

1. All students will have completed the readings prior to the class online meetings
2. All students will be prepared to participate in an informed discussion board of issues raised in and about the assigned reading materials;
3. All students will be able to critically analyze the reading assignments and will contribute original thoughts and ideas about the subject matter under discussion; **and**
4. All participants in the seminar will respect opinions and ideas expressed by others and will, in no way, discourage open conversation and the sharing of idea

Since this is a University course, not a high school class, the instructor expects students to read the textbook material before discussions. In any case, students are responsible for all materials that come from the textbook(s), class, and postings on Blackboard, and students will be tested accordingly.

Discussion boards are 25 percent of your final course grade.

If all of the course requirements are not completed, the student will receive a grade of "F" for the course.

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Discussion Board Group "B" and will respond to discussion boards for Week 2, Week 5, and Week 7.

You may respond to any board...however, you will only be graded on and receive feedback for the boards to which you are assigned. Also, note that you will have an opportunity to earn extra points by responding to the posts of classmates who are in your assigned discussion board.

The extra credit opportunity is optional and any extra credit earned (if you choose this option) will be added at the end of the course to your weighted total and will be factored in to arrive at your final course grade.

You may reply to anyone's post in any board…however, you will only receive extra credit for replying to students who are assigned to your discussion group. In other words…if you are assigned to Discussion Board Group "A"…you will only receive extra credit for replying to students who are also assigned to Discussion Board Group "A" and if you are assigned to Discussion Board Group "B"…you will only receive extra credit for replying to students who are also assigned to Discussion Board Group "B".

Assignments

The student will be assigned 13 assignments (one for each chapter). Quizzes will be 25% of your final course grade. Please see assignment deadlines in your course file. Please review all instructor feedback after your assignments are graded / posted. These feedbacks may have important information regarding the assignment and course.

Any assignment(s) not completed/submitted before their deadline date/time will lose credit. It is recommended that you complete/submit assignments weekly!

If all the course requirements are not completed, the student will receive a grade of "F" for the course.

IF YOU HAVE QUESTIONS ON AN ASSIGNMENT, QUIZ, OR EXAM QUESTION REFER TO THE INFORMATION BELOW:

Anytime that you have a question…or are in need of clarification…for a question that appeared on an assignment, quiz, or exam--please use the following procedures to email me:

1. Provide the assignment number and the question number for which you are seeking clarification.

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3. Tell me where in the textbook that you found the answer that you selected, i.e., the page number and heading under which you found your answer choice.

4. Provide justification as to why you chose the answer choice that you selected.

5. Send your request to me via email. Do **NOT** post your request for clarification in Discussion Board.

Note: this is so that I will have a better understanding before I reply!

Examinations

There will be two scheduled examinations (Midterm and Final) that will consist of objective and subjective questions. Each examination may be composed of essays, multiple choice, and true and false questions. Each examination will be worth 100 points (on a scale of 0% up to 100%). Each exam will constitute 25% of the student's final grade with both exams constituting 50% of your final grade.

No make-up examinations will be offered for unexcused absences. In the event of an excused absence, it is the student's responsibility to contact the instructor to schedule the make-up examination. All make-up exams will be comprehensive in nature and essay in form. Please see exam dates in your course files, announcements, and course schedule, course documents, and syllabus. Any exam not submitted by the deadline date/time will not receive credit.

Discussion Boards and Assignments		
Discussion Boards 3 x 200 pts. Assignments 13 x 100 pts.	600 possible 1300 possible	25% of total grade 25% of total grade
Exams		
Midterm Exam 1 x 100 pts. Final Exam 1 x 100 pts.	100 possible 100 possible	25% of total grade 25% of total grade

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these records until they receive their official final course grade from the university, and have no disputes regarding that grade.

GRADING SCALE

A =　100-90%

B =　89- 80%

C =　79-70%

D =　69-60%

F = below 59%

*Final grades will not be posted nor will they be given out in person or over the phone. Please see your grades in Blackboard file and EKU Direct.

STUDENT PROGRESS

Students will receive written feedback and grades on each assignment and all course requirements. Students will have current grades posted and running weighted total grades in the Blackboard system.

ATTENDANCE

Students are expected to attend online on a regular basis. For online, three missed assignments will lose one letter grade from their final course grade regardless of their exam(s) and assignment(s) scores. Additionally, missing substantial portions of the class is likely to affect a student's performance on the assignments, examinations, and final course grade.

SCHEDULE

It is anticipated that we will cover two chapters a week from the text. Any changes of reading assignments will be announced online. The student should complete the scheduled reading assignments prior to attending online and be prepared to discuss the material. From time to time, special reading assignments will be made, and the instructor's lectures will deviate from the text material. In any case, the student is, for purposes of the examinations and quizzes, responsible for all assigned readings, lecture notes, and audio-visual material.

COURSE SCHEDULE

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- Reading Assignments: Chapter 1 "The Idea of Community Policing"; Chapter 2 "A History of Communities and Policing
- Assignments: Assignment 1 and Assignment 2
- Complete both assignments after reading Chapters 1 and 2. All assignments are due by Saturday at 11:59 PM EST to avoid losing points.
- Note: to complete assignments, click on the Assignments button and scroll down to the appropriate assignment number (e.g., #1) then follow the instructions
- Complete discussion board. Your "response" postings are due by Friday at 11:59 PM EST. The "reply" postings are optional and are for extra credit, but must be posted by Sunday at 11:59 PM EST. Please refer back to the Course Requirements section of this syllabus for details.

Week 2	- Reading Assignments: Chapter 3 "The Changing Meaning of Community"; Chapter 4 "The Police and Community Perception" - Assignments: Assignment 3 and Assignment 4 - Complete both assignments after reading Chapters 3 and 4. All assignments are due by Saturday at 11:59 PM EST to avoid losing points. - Note: to complete assignments, click on the Assignments button and scroll down to the appropriate assignment number (e.g., #1) then follow the instructions - Complete discussion board. Your "response" postings are due by Friday at 11:59 PM EST. The "reply" postings are optional and are for extra credit, but must be posted by Sunday at 11:59 PM EST. Please refer back to the Course Requirements section of this syllabus for details.
Week 3	- Reading Assignments: Chapter 5"Managing and Implementing Community Policing"; Chapter 6 "Community Policing and Crime" - Assignments: Assignment 5 and Assignment 6 - Complete both assignments after reading Chapters 5 and 6.

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- Complete discussion board. Your "response" postings are due by Friday at 11:59 PM EST. The "reply" postings are optional and are for extra credit, but must be posted by Sunday at 11:59 PM EST. Please refer back to the Course Requirements section of this syllabus for details.

Week 4: Midterm Exam	- Review and study for midterm - Complete midterm over chapters 1-6 - Midterm will be available from Monday Morning. Please complete/submit any time during this week. Midterm MUST be submitted by 5:00 PM EST Sunday.
Week 5	- Reading Assignments: Chapter 7 "Community Policing and Fear of Crime", Chapter 8 "Problem Solving and Policing Problem Spaces", Chapter 9 "Community Crime Prevention" - Assignments: Assignment 7, Assignment 8, and Assignment 9 - Complete both assignments after reading Chapters 7, 8, and 9. All assignments are due by Saturday at 11:59 PM EST to avoid losing points. - Note: to complete assignments, click on the Assignments button and scroll down to the appropriate assignment number (e.g., #1) then follow the instructions - Complete discussion board. Your "response" postings are due by Friday at 11:59 PM EST. The "reply" postings are optional and are for extra credit, but must be posted by Sunday at 11:59 PM EST. Please refer back to the Course Requirements section of this syllabus for details.
Week 6	- Reading Assignments: Chapter 10 "Community Policing and Drugs", Chapter 11 "Community Policing and Special Populations" - Assignments: Assignment 10 and Assignment 11 - Complete both assignments after reading Chapters 10 and 11. All assignments are due by Saturday at 11:59 PM EST to avoid losing points.

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	by Friday at 11:59 PM EST. The "reply" postings are optional and are for extra credit, but must be posted by Sunday at 11:59 PM EST. Please refer back to the Course Requirements section of this syllabus for details.
Week 7	• Reading Assignments: Chapter 12 "Toward a New Breed of Police Officer", Chapter 13 "Community Policing at the Crossroads" • Assignments: Assignment 12 and Assignment 13 • Complete both assignments after reading Chapters 12 and 13. All assignments are due by Saturday at 11:59 PM EST to avoid losing points. • Note: to complete assignments, click on the Assignments button and scroll down to the appropriate assignment number (e.g., #1) then follow the instructions • Complete discussion board. Your "response" postings are due by Friday at 11:59 PM EST. The "reply" postings are optional and are for extra credit, but must be posted by Sunday at 11:59 PM EST. Please refer back to the Course Requirements section of this syllabus for details.
Week 8: Final Exam	This week and the course end on Friday at 5:00 PM EST The Final will be available Monday morning. Please Complete/Submit any time during this week. Final MUST be submitting by 5:00 PM EST Friday • Review and study for Final Exam • Final will be available from Monday Morning. Please complete/submit any time during this week. Final MUST be submitted by 5:00 PM EST Friday. • Complete Final exam: Chapters 7-13

INCOMPLETE GRADES

An Incomplete Grade: An Incomplete grade may be assigned at the instructor's discretion under the following circumstances:

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his/her grade by doing additional work after the grade report time; **and**

The instructor agrees to complete this contract and to send it to the Registrar's Office (ideally with the student's signature). The Registrar's Office must receive it no later than 30 days after the deadline for final grade submission for the term in question. If no contract is submitted within 30 days of the final grade deadline the "I" grade will be replaced with an "F". Students will NOT be allowed to hand deliver incomplete contracts to the Registrar's Office.

All outstanding work must be completed and a Grade Change form must be submitted by the instructor to the Office of the Registrar by the last day of classes of the regular semester (fall/spring) immediately following the term in which the incomplete grade was originally assigned. If a grade change is not submitted by the established deadline, the incomplete will automatically default to a failing (F) grade.

SPECIAL NOTE REGARDING GRADUATION ELIGIBILITY & INCOMPLETE GRADES

A degree cannot be awarded to a student with incomplete grades on their record. Pending graduates are cautioned about the consequences of agreeing to the assignment of an incomplete grade as it can prevent a student from graduating on time.

Pending graduates with unresolved incompletes ("I") will be given the choice of accepting an "F" in the course or being deferred to the next term for graduation consideration. Students with an unresolved in-progress grade (IP) will be given the choice of accepting an "NC" for the course or being deferred to the next term for graduation consideration.

MY POLICY ON INCOMPLETE GRADES

It is my policy to give an Incomplete ONLY in the most extreme cases, and where the student has communicated with me about those circumstances as soon as they are manifest. I will NOT issue an Incomplete when a student has failed to complete at least 70 percent of the coursework and has failed to complete any assignment due before the official drop or withdrawal date. If in the unlikely case I grant an Incomplete, I deem it the student's responsibility to finish the coursework, contact me about submitting the work, and checking with the Department Office and the Register to ensure that a SIGNED contract has been submitted and a change of grade form has been turned in before the grade changes to an "F".

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Lower Division Courses: Minimum of two hours of outside preparation for every hour of lecture.

Upper Division Courses: Minimum of three hours of outside preparation for every hour of lecture.

Graduate Level Courses: Minimum of four hours of outside preparation for every hour of lecture.

COURSE INFORMATION

Copying, displaying, and distributing copyrighted works may infringe the owner's copyright. The materials in this course are either copyrighted by the instructor, used with permission, used under Section 110 of the U.S. Copyright Act, or used under Fair Use of Copyrighted Materials law. Any use of computer or duplicating facilities by students, faculty, or staff for infringing use of copyrighted works, is subject to appropriate disciplinary action. You should not disseminate any of the materials contained in this course without permission.

Spring 2023 8-Week Term / Second Session

No. Weeks of TERM.	**8**
Term Start Date	**03/18/24**
Term End Date	**05/11/24**
Last day to ADD or DROP a class. *Last day for 100% refund. Last day to change from P/F or Audit to GRADE.*	**03/21/24**
Mid-Term Date:*Mid-Term Grades Submission Deadline is 11:59 pm.*	**04/15/24**
*Last Day to WITHDRAW from class without a fee.	**04/19/24**
**Last Day to WITHDRAW from class. Withdrawal fee applies.	**04/28/24**
Last day for 75% refund	**03/25/24**
Last day for 50% refund	**03/28/24**
Last day for 25% refund	**03/31/24**
Last Day to Change from Grade to AUDIT or P/F.	**03/28/24**

*Last day to withdraw without incurring a withdraw fee. Students should withdraw through myEKU.

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Anticipated Instructor Response Times

E-Mail or Virtual Office Communications: It is anticipated that the instructor will respond to all email and/or virtual office correspondence within 48 hours during the school week (M-F). The instructor reserves the right for a longer response time if the email is sent late on Friday afternoon, on a holiday break, or over the weekend.

Grading/Feedback: It is anticipated that timely feedback will be given during this course. While the subject matter and complexity of the assignments will dictate the response time for grading and feedback, it is anticipated that the instructor will provide feedback and scores from one to two weeks following the submission of the assignment.

Course Structure

This course is structured like others in the online program. It's organized into 8 weekly lessons. Each lesson contains a list of objectives and a list of specific tasks. Using the instructional materials in each lesson and completing the tasks ensures that you are able to meet the objectives. The tasks for each lesson include reading assignments, discussion board posts, and written assignments.

Minimum Technical Skills Expected from Students

Students are expected to be able to use BlackBoard proficiently to access course content. Basic computer skills and knowledge of common software (browsers, word processing, etc.) are required. For assistance with these, please contact the EKU help desk at 859-622-3000.

- You must be able to access and use the Blackboard course site as well as your EKU student e-mail account during this course.
- You must have access to a high-speed Internet connection.
- You must have access to, and have basic skills in using, Microsoft Office, version 2007 or higher. If you do not have access to Microsoft Office, you may get Office 365 Pro Plus for free through your official EKU myMail account!
- You must have access to a PDF reader, such the free Adobe Reader.
- You must have operable computer speakers, as such media as YouTube videos and lecture videos may be used in this course.

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EKU Student Success Center

The Student Success Center, located on the ground floor of the library and online, provides free assistance for all EKU students. Students can request tutoring in more than 150 subjects, as well as other services including mentoring, workshops, advising, study space, computer use, and to ask questions related to your college experience. The EKU Gurus are trained tutors and mentors in the Student Success Center. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, test preparation, stress management, and more. Online assistance is available by request or drop in on our Discord server: https://discord.gg/gtxKrnk. For more information, visit our website at www.successcenter.eku.edu or email successcenter@eku.edu.

Bartleby 24/7 Homework Help

Bartleby is available to all online students and offers tutoring session, writing assistance and other individualised help for **free**. To use the service, click on the Bartleby link on the left side menu.

Noel Studio

EKU's Noel Studio for Academic Creativity provides online consultations in which a trained online consultant will work with you or your small group on any piece of communication, at any stage in the process, from brainstorming to finished product. You can connect with Noel Studio in various ways:

- Noel Studio
- Noel Studio nline Consultations
- Noel Studio Hours
- Send E-mail to Noel Studio Online Consultations
- Noel Studio phone number: 859-622-7330

Technical Support

It is expected of students to have an adequate working knowledge of Blackboard and personal computer with high speed internet access. If you encounter any Blackboard related technical problems, please contact Mike Johnson at Mike.Johnson@eku.edu

For all other technical problems such as retrieving forgotten password or email access, please contact campus IT support at 859 622 3000. Campus tech support hours and additional

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1. EKU's Information Technology department provides support services in a number of ways:
   1. EKU's Information Technology Website
   2. EKU's Information Technology Student Support Webpage
   3. EKU's Information Technology on Twitter
   4. EKU's Information Technology Service Desk on Facebook
   5. EKU's Blackboard Student Quick Start Guide
2. Blackboard provides an entire playlist of tutorial videos for students.

Required Software

All students should have a working PC or Mac with either the Google Chrome or Mozilla Firefox browser installed. Course materials are typically posted in .docx or .pdf formats.

- Adobe Reader
- Microsoft Office 365
- Google Chrome and/or Mozilla Firefox

All EKU students have access to Microsoft Office 365 for free. Accessibility and privacy policies for all technologies used within the course can be found on the Student Support Services page.

Internet Requirements

A minimum download speed of 1.5 Mbps is recommended for taking online courses. This speed is common for DSL and satellite connections. Faster connections, such as fiber or cable will enhance your online experience. Wi-Fi connections are typically fine, but if you experience issues with video buffering or connection drop-out, we recommend a wired Ethernet connection.

Virtual Office

The virtual office is a place where you can post questions about the course that may be of interest to other students. I will answer these questions as promptly as possible. Also, be aware that our Instructional Designer and technical expert, Mike Johnson, will be monitoring the virtual office for any technical problems that students may have. In the case of technical problems that appear to be specific to you, email Mike at Mike.Johnson@eku.edu.

Non-Participation Policy

Please be advised that instructors have the right to drop students from any course due to non-participation. For information read the university's Use It or Lose It policy.

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Netiquette

In this course, and in other courses at EKU, we will exercise netiquette. Simply put, netiquette (or network etiquette) is the contemporary term for the proper way we communicate and interact with each other using the World Wide Web. There are several general guidelines for proper netiquette. First, remember your emotions! Communication over electronic means (such as Blackboard discussion boards) can easily be misconstrued by tone or other actions. Carefully consider your comments before typing them on the computer. Second, never assume that a person is speaking for the organization that they may work for. In this course, it will be assumed that all opinions and correspondence are personal expressions of the author alone. Next, keep all of your comments professional. There is no need to converse online in this course with expletives or other slang terminology. Last, but most importantly, use common sense and employ the golden rule - treat others as you would like to be treated.

Syllabus Statements

Please visit Syllabus Statements to read the following policies:

- Accessibility Accommodation Statement
- Academic Integrity Statement
- Discrimination and Harassment, Title IX, and Prevention Statement
- Mental/Physical Wellness Resources

The most up-to-date syllabus statements can be found on EKU's Syllabus Statements page. This syllabus was created in compliance with these policies and EKU's syllabi policy.

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Eastern Kentucky University
School of Justice Studies
PLS-414 (CRN 14233) – Social Forces and Policing Society
8-week Online Course
Fall 2023

Instructor:	Dr. Carl Root
Email:	carl.root@eku.edu
Office:	Stratton 461
Student hours:	11:00am-12:30pm TR or by appointment

Required texts in the order of use:
Kappeler and Schaefer (2018) The Police and Society: Touchstone Readings, 4th edition, Waveland Press.

Catalog course description:

PLS-414 Social Forces and Policing Society. 3 credit hours. Examines the history and evolution of policing in the United States with an emphasis on the political, social, cultural, legal and organizational forces that have molded that history. The roles and functions of police in America are examined in detail within the context of race, class and gender.

Course Objectives:

Upon completion of the course, students will be able to:
1. Comprehend the different aspects of society associated with historical, social, cultural, and political issues and events related to police and policing.
2. Evaluate and apply fundamental theories, ideas, arguments, and points of view to current events, personal experience, and political and media presentations of police and policing related issues.
3. Analyze and synthesize the implications of various historical, cultural and social factors that shape our understanding of the role of police and policing in the United States.
4. Develop and explain their own informed perspectives about police and policing within the context of race, class and gender.

Program and Course Expectations
(borrowed and adapted from EKU's WGS department)

This course is designed to reflect EKU's Comprehensive Diversity Plan that "respects and celebrates diversity, which includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexual orientation, disabilities, and cultural or national backgrounds, in pursuit of common unity." Our University community respects and celebrates the diversity of peoples, seeks to embrace all individuals, and prohibits discrimination.

Academic study of topics such as race, class, and gender involves potentially controversial topics that might challenge your ideas, values, and beliefs. These moments should be viewed as learning experiences, and courses in the School of Justice Studies encourage students to be open to these challenges with the intention of facilitating their own intellectual and social growth.

Diversity of opinions in the classroom will create a more dynamic learning environment, and course grades will be based on your critical thinking, not on your personal viewpoints.

Please note: Films and other media used in the course may contain thought-provoking and potentially controversial material. The instructor and the class will discuss how the material is relevant to overall course goals and topics.

To ensure an optimal learning environment, the following behaviors are expected from all members of the class:

1. Think through your comments before you make them.
2. Make comments to the entire group and not to the person(s) near you.
3. Never make derogatory comments toward another person in the class.
4. Disagree with ideas, but do not make personal attacks.
5. Be open to be challenged or confronted on your ideas or prejudices.
6. Challenge and confront others with the intent of facilitating growth, not to demean others.
7. Encourage others to speak up. Be especially encouraging of people who are working through their prejudices and attempting to grow as critical thinkers.
8. Be open to change.
9. See also Part 4 of the EKU Student Handbook: https://studentsuccess.eku.edu/studenthandbook

TEST INFORMATION and **GRADE SCALES**: Tests are generally objective. Students are responsible for lecture materials, readings, and video shown in class.

Weekly assignments will be given, worth a total of 300 points. These assignments will be in the form of weekly discussion and reading quizzes.

Students may earn extra credit through reading books or viewing movies/documentaries having substantial relevant content and writing summary reports. These reports must be pre-approved. Each satisfactory report will earn five points (on the final average of 300 points) up to a maximum of three reports. Students may also earn 10 points (one weekly assignment) once per semester by emailing the instructor a meme of their favorite movie quote, line from a song, book, poem, etc.

GRADE SCALE

The weekly short assignment scores will be added along with the final and extra credit book report points, and the total applied to this scale:

269 -300 = A
239 - 268 = B
209- 238 = C
179 - 208 = D
0 - 178 = F

Discussion Board Grading Rubric:

You need to respond to the initial discussion board prompts each week by no later than Thursday night at 11:59 pm and reply to at least 2 of your classmates' posts by no later than 11:59 pm on Sunday for full points.

Points Given per Response/Reply	Response to Each of the Prompts
100%	Thoroughly answered all parts of the question demonstrating the student has read the material assigned; no spelling or grammatical errors
80%	Thoroughly answered all parts of the question demonstrating the student has read the material assigned; minor spelling and proofing errors

60%	Answered all parts of the question, however does not demonstrate the student has read the material; moderate spelling and proofing errors
40%	Failed to answer all parts of the question but demonstrates that the student has read the material for the parts answered; moderate spelling and proofing errors
10%	Does not demonstrate that the material has been read and does not answer all parts of the question; major spelling and proofing errors
0	No response or response that does not address the question at all; major spelling and proofing errors; plagiarized

ATTENDANCE:

This is an online course, so participation will be monitored through discussion boards and timely completion of assignments. Non-participation will obviously affect your grade negatively as would non-attendance in a physical classroom.

Technology and email
EKU requires all students and faculty to use their University email accounts for all correspondence.

University Policies:

Please refer to this link for the official EKU Statements on Accessibility Accommodation, Academic Integrity, and Discrimination & Harassment: https://academicaffairs.eku.edu/syllabi

 Mental/Physical Wellness Resources:

Eastern Kentucky University is committed to the wellbeing of all students.

Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for after-hours assistance contact:

EKU Counseling Center After Hours Urgent support line: (859) 622-1303

National Suicide Hotline: (800) 273-8255 or dial 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services: (859) 622-1761

EKU Psychology Clinic: (859) 622 2356

EKU Counseling Center: (859) 622-1303

EKU Women's Health Clinic: (859) 622-1761

- Title IX at EKU   622-8020

- Ampersand Sexual Violence Resource Center of the Bluegrass   800-656-4673 (hotline)
- Hope's Wings Domestic Violence Program   859-623-4095

Writing Assistance: The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or **multimodal communication**, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website or call 859-622-7330.

The Student Success Center: Located on the ground floor of the library, the Student Success Center provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 100 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. Email or visit the Student Success Website. Drop-in visits are welcome, and no appointment is necessary.

COURSE SCHEDULE

Week One
    Introductions and Evolving Strategies (Chapter 1)

Week Two
    A Minority View: Past and Present (Chapters 2 & 3)

Week Three
     Revising Histories, The Iron Fist and the Velvet Glove (Chapters 4 & 5)

Week Four
     Mandates, Strategies, Appearances, and the Use of Force (Chapters 6-8)

Week Five
    Broken Windows and Wicked Overseers (Chapters 10 & 9)

Week Six
    People Who Don't Even Know You and The Asshole (Chapters 14 & 18)

Week Seven
    Police Misconduct and Corruption (Chapters 13, 17 & 24)

Week Eight
    Militarization and New Transparency (Chapters 27 & 29)

POL 376: Public Human Resources Management
Summer B 2024
6-Week Term

Instructor Contact Information

Professor X
Email: professor.x@eku.edu
Phone: 859-622-xxxx

Course Description

POL 376 Public Human Resources Management. (3) Policies and practices for human resources management in public services. Civil Service systems and reforms, diversity and affirmative action, managing, compensating, and motivating employees.

No prerequisites.

Required Textbooks and Reading Materials

- Guy, Mary E., and Jessica Sowa (2022). *Human Resource Essentials for Public Service: People, Process, Performance*, Irvine: Melvin & Leigh, Publishers.
- Cayer, N.J., and Sabharwal, M. (2016). *Public Personnel Administration: Managing Human Capital*, Sixth Edition, San Diego: Birksdale.

Course Objectives

POL 376, Introduction to Public Administration, meets the following learning objectives adopted by the Department of Government pursuant to the strategic plans of the College of Arts and Sciences of Eastern Kentucky University:

1. **Civic Engagement**: Students will gain political literacy, including enhanced appreciation of the importance of political participation and public service. You will learn terminology that will help you comprehend current news events worldwide and learn about the value placed on political participation and public service in other countries.
2. **Methodology and Communication**: Students will become more discerning consumers of political events, messages, and processes by applying theories and methodologies of political science and through effective oral and written communication.
3. **Substantive Knowledge of Political Science**: Students will understand the institutions, processes, and values that underpin political behavior and events. In particular, you will learn important terminology and about major political institutions and processes, including

comparisons of presidential-legislative relations, systems of interest representation, party and electoral systems, and models of socio-economic development.

4. **Diversity**: Students will become more aware of the political impact that social cleavages and cultural contexts can produce in other political systems. This will raise student awareness of diversity, equity, and inclusion.

In addition, specific POL 376 learning outcomes are as follows:

Competencies: Competency in the study of public human resources management will be evaluated based on student ability to perform in the following:
1. Explain differences in the public and private sector human resource management (HRM)
2. Explain the manner in which the American democratic system influenced the evolution of the American public personnel system
3. Analyze technical functions and responsibilities of human resource specialists in public organizations
4. Analyze the impact of landmark legislation and Supreme Court cases on public HRM

Online Format

This course is taught online at an accelerated pace. This does not mean that the course is easier than classes that meet in a physical, in-class setting. The course is divided into modules. In each module, students will have lecture presentations, assigned readings, and at least one assignment to submit. To take the course, students must regularly check their EKU student email and be able to use Blackboard. Inabilities to access Blackboard because of technical malfunctions are not accessible reasons for not completing assignments. The instructor will be available via email and will post course announcements and grades on Blackboard. Students should check the Announcements page, as well as the Virtual Office discussion forum, regularly for course-related announcements and resources.

In general, you will have a full week (ending on Sunday night, 11:59 p.m. Eastern time) to complete all of the assignments listed for a specific module. Once the window to complete the module has passed, the lectures and materials will still be available, but it will be impossible to complete the assignments, discussion boards, exams, and/or papers for that module.

Course Resources

Blackboard
Blackboard is the learning management system that we will use for our course. You can log in to Blackboard with your EKU username and password at http://learn.eku.edu. You will find various helpful links on the homepage, and you can also view helpful tutorial videos on YouTube's Blackboard Learn: For Students playlist.

Technical Support
If you experience technical problems related to accessing Blackboard, contact EKU's Information Technology Help Desk at 859-622-3000.

Software
Some documents in this course may be presented in Portable Document Format (PDF). If you do not have a PDF reader installed on your computer, [download Adobe Reader](https://get.adobe.com/reader) (https://get.adobe.com/reader; free).

Some assignments will require you to submit a formatted text document, which you should save and submit as a Microsoft Word document (either .doc or .docx). If you do not have Microsoft Office on your computer, your EKU student status allows you to [download Office 365 Pro Professional](http://it.eku.edu/insidelook/microsoft-office-365-pro-plus) (http://it.eku.edu/insidelook/microsoft-office-365-pro-plus) for free.

Video Presentations
Weekly online presentations will be posted in the Modules content area of Blackboard.

Readings
Weekly readings will be posted in the Modules content area of Blackboard.

Course Assignments
Students will demonstrate learning through the following: participation in class discussion forums, performance on exams and written assignments.

Assignments
For each module, you will complete an assignment related to the material covered in that module. These assignments are designed to get you engaged with current events related to theories and concepts of public administration and how they inform and impact public human resources management. Additionally, the assignments are designed to give you an opportunity to apply concepts learned from class. The specific assignment guidelines, as well as a rubric for grading, are posted on Blackboard. Assignments are worth 30 percent of the overall course grade.

Discussion Board Forums
In some modules, you will participate in a discussion forum. These discussion forums are designed to get you critically thinking about our system of government and the impact that American government and public administration has on personnel management in public organizations. (The first discussion forum is merely an introductions forum, but it, too, will be graded.) The specific discussion board guidelines, as well as a rubric for grading, are posted on Blackboard. Discussion forums are worth 30 percent of the overall course grade.

Exams
Exams will consist of multiple-choice, true/false, and open-ended questions. Exams will be graded out of 100 points, with points for each question indicated on the exam. After the exam window is complete, sample open-ended response answers will be provided on Blackboard. All exams are timed, and the time provided depends on the content. Generally, a timer is attached to the exam, but in the event that a timer does not appear, please do not exceed the time limit for an exam. If a timer does not accompany an examination, scores are deducted five points for every minute an exam goes beyond the time limit. Exams are worth 40 percent of the overall course grade.

Grades

The grading system for this course is a weighted one, not points based. Grades for each of the required components of the course will be converted to a percentage, and then the following weighting scheme will be applied to the components:

Discussion Forum, 30%
Weekly assignments, 30%
Exams, 40%

- A = 90–100%
- B = 80–89%
- C = 70–79%
- D = 60–69%
- F = 59% and below

Expectations of Students

Blackboard Familiarity
Because this course is totally web based, students should be familiar with Blackboard and its features. Please refer questions about Blackboard and other technology issues to EKU's Information Technology department at 859-622-3000.

Online Decorum
Students will use standard English in group discussions (avoid online jargon such as "lol" or "lmao").

Submission and Formatting Guidelines
Submitted work (written assignments) will be typed, double spaced, have 12-point font, and have one-inch margins on all sides.

Course Policies

Instructor Feedback/Communication
You will receive specific feedback on your assignments in the form of text comments embedded in the rubrics that the instructor, or a facilitator, will use to grade your submissions.

The instructor will be reading the Virtual Office posts and replying at least once every 48 hours but in most cases, daily.

Grades will be posted in the Blackboard Grade Book by 11:59 p.m. Eastern time on the Thursday following a given module. Grades for Module 5, and the final course grade, will be posted in accordance with EKU final submission deadlines as established by the Registrar's Office.

The instructor will use the Announcements tool or the Virtual Office discussion forum in Blackboard to communicate changes to the course and other course information.

Student Feedback/Communication

Your feedback on the course is always welcome! Please communicate general questions about the course or assignments via the Virtual Office discussion forum in Blackboard so that the entire class benefits from the answer to your question. For more personal questions (e.g., questions pertaining to your grade), contact the instructor or assigned facilitator directly.

If you experience a legitimate emergency or other situation that prevents you from completing required coursework on time, notify the instructor at the earliest reasonable opportunity, that is, as soon as you become aware of the situation. State the nature of the emergency and when you expect to submit the coursework. **Note**: Delaying such notification may result in a lower grade for a given assignment, since some assessments in this course rely on collaboration with classmates and such delays may interfere with the success of others.

Syllabus Changes

Although every effort has been made to present accurate, complete information, this syllabus is subject to change. If a change is necessary, the instructor will notify the class in advance. In the event of discrepancy between information in this syllabus and on Blackboard, the information on Blackboard will take precedence.

Submitting Electronic Files

All electronic files should be submitted as a Microsoft Word document (either .doc or .docx).

Late Work

The due date and time associated with each module, discussion, and assignment are stated clearly in Blackboard and on the course schedule. As a matter of policy, late work will not be accepted.

University Policies

Accessibility Accommodation Statement, Academic Integrity Statement, and Discrimination and Harassment, Title IX, and Prevention Statement

Please follow this link to see the most up to date policies from Eastern Kentucky University.

Colonel's Cupboard (Food Resources)

The Colonel's Cupboard wants to contribute to student success by assisting students who may be experiencing food insecurity. We also offer clothing and toiletry items. The Cupboard is located in Commonwealth 212 (near the Parking Office). If you have any needs, please contact us at food.pantry@eku.edu. Walk-in pick-up hours are as follows: MWTR 1:00 p.m. – 4:30 p.m.; T 8:00 a.m. – 11:00 a.m., F 1:00 p.m. – 4:00 p.m.. If you are unable to come in during these hours, we are available for appointments from M-F 8 a.m. – 4:30 p.m.. If you need assistance or would like to schedule an appointment, please email food.pantry@eku.edu or complete our Request for Assistance form.

Mental/Physical Wellness Resources: Eastern Kentucky University is committed to the wellbeing of all students. Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:

EKU Counseling Center After Hours Urgent support line:	(859) 622-1303
National Suicide Hotline:	(800) 273-8255

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	(859) 622-1761
EKU Psychology Clinic:	(859) 622 2356
EKU Counseling Center:	(859) 622-1303
EKU Women's Health Clinic:	(859) 622-1761

Official Email
An official EKU email is established for each registered student, each faculty member, and each staff member. **All university communications sent via email will be sent to this EKU email address.**

Important Dates

No. Weeks of TERM	6
Term Start Date	07/01/24
Term End Date	08/09/24
Last day to ADD or DROP a class. *Last day to change from P/F or Audit to GRADE.*	07/03/24
Mid-Term Date:*Mid-Term Grades Submission Deadline is 11:59 p.m.*	07/22/24
*Last day to WITHDRAW from class without a fee.	07/26/24
**Last Day to WITHDRAW from class. *Withdraw fee applies.*	07/28/24
Last day for 75% refund	07/06/24
Last day for 50% refund	07/08/24
Last day for 25% refund	07/10/24
Last Day to Change from Grade to AUDIT or P/F.	07/06/24

Course Schedule

Module 1: The Context of Public Human Resources Management (July 1–7)
Module outcome(s):
1. Identify differences between the public and private sector environments
2. Discuss the implications that public and private labor sectors differences have for human resource management (HRM) and HR administrative endeavors
3. Identify the basic components of HRM in government and nonprofit organizations
4. Identify key dates in the evolution of public HRM

Chapters covered
- Cayer & Sabharwal (C&S) chapter 1; Guy and Sowa (G&S) ch. 1
- View lecture presentations

Assignments
- Complete introductions forum
- Complete assignment

Module 2: Evolution of the Public Personnel System (July 8-14)
Module outcome(s):
1. Analyze the motivation behind key eras of civil service reforms throughout American history
2. Distinguish between a patronage based civil service system and a merit based civil service system
3. Identify the landmark legislation that has advanced merit based civil service since the Nineteenth Century to the present
4. Identify aspects of radical civil service reform
5. Explain the factors that encouraged passage radical civil service reform laws

Chapters covered:
1. Complete textbook readings C&S ch 2; N&K ch. 2 (pgs. 26-37 only)
2. View lecture presentations

Assignments
- Complete discussion forum
- Complete Exam 1

Module 3: Technical Aspects of Public Human Resources Management (July 15-28)
Module outcome(s):

1. Describe the recruitment and selection process in public civil service systems
2. Identify the various examination types that public agencies use to screen job applicants
3. Discuss the Federal Government's factors used in point factor job evaluations and for establishing pay scales
4. Explain common errors supervisor make when conducting performance appraisals

Chapters covered:

- Complete textbook readings, G&S chapters 5, 6, and 7
- View lecture presentations

Assignments [NOTE: this module spans two weeks; aim to complete assignment proportionally]

- Discussion Forum
- Assignment (exercise 2 should be completed of the first week of module 3)
- Assignment (exercise 3 should be completed at the of end of the second week of module 3]
- Exam 2

Module 4: Employee Rights and Responsibilities; Labor Relations (July 29–August 4)

Module outcome(s):

1. Identify constitutional provisions that accord specific rights to public employees that are absent for those working in the private sector
2. Explain the responsibilities that accrue to public sector employees by virtue of public trust and and a work environment that has as its foundation a liberal constitution and American Democratic values

Chapters covered: C&S ch.7-8; G&H , ch. 10
- Complete textbook readings
- View lecture presentations
Assignments
- Discussion Forum

Module 5: Social Equity and Emerging Human Resources Management Challenges (August 5-9)
Module outcome(s):
1. Identify key landmark U.S. Court decisions that have affected the application of diversity, equity, and inclusion
2. Define cultural competency
3. Explain the role of cultural competence in the development and sustainment of equal employment opportunity in the public labor sector
4. Explain the relationship between diversity management and performance in public organizations
Chapters covered: C&S ch. 9, G&H ch. 11
Assignments
- Exam 3

Eastern Kentucky University
Department of Psychology

Course Syllabus for

PSY 802: Multicultural Psychology
CRN: 13502
3 Credit Hours
Fall 2023
Wednesdays from 12:30-3:15 PM
Location: Cammack 205

COURSE INFORMATION

<u>**Instructor:**</u>	Professor X
Office:	Cammack 203
Phone:	(859) 622-4381 (office)
E-mail:	professor.x@eku.edu

<u>Office Hours:</u> Professor X's scheduled office hours are flexible throughout the week and he is also available by appointment. Email is the easiest way to communicate with the instructor, but you can call or drop by his office as well. You may also leave a message with the Psychology Department's Administrative Assistant in Cammack 127 (859) 622-1105.

<u>Catalog Course Description:</u> PSY 802: Multicultural Psychology. (3) Prerequisite: admission to the Psy.D. program. Designed to promote self-awareness of cultural values and biases, and increasing knowledge about how race, culture, gender, sexual orientation, and social class impact the professional relationship.

<u>Course Overview and Purpose:</u> This course is designed to support student learning and skill development related to the American Psychological Association's (APA) Competency Benchmarks in Professional Psychology in the area of individual and cultural diversity, as well as to help students integrate APA's various multicultural guidelines into their clinical practice. These benchmarks and guidelines collectively require students to demonstrate an ability to understand cultural dynamics such as power and privilege that influence clinical practice, respond to these dynamics in a professional and evidence-based manner that is consistent with ethical standards and guidelines, and promote advocacy skills and cultural humility related to race, gender, and heterosexism.

This course will be taught primarily in seminar format with both the students and the instructor actively working to facilitate classroom discussions, presentations, and learning. Lectures, films,

audio-recordings, readings, group presentations, student-led discussions, and experiential activities will be utilized to promote critical self-reflection, critical thinking, clinical skill development, and advocacy skills. Students will participate in challenging discussions on racism, sexism, heterosexism, and other topics as well. These difficult dialogs are a hallmark of multicultural education and students are expected to fully participate. The course instructor will help set ground rules for these discussions and create an environment where students feel safe. Students are expected to complete all assigned readings and homework prior to class in order to stimulate class discussions. Please note that not all of the readings will be discussed in class.

Competency Benchmarks in Professional Psychology (APA):

Benchmark 2. Individual and Cultural Diversity: Awareness, sensitivity, and skills in working professionally with diverse individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics defined broadly and consistent with APA policy.

- 2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context
  - o Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation
- 2B. Others as Shaped by Individual and Cultural Diversity and Context
  - o Applies knowledge of others as cultural beings in assessment, treatment, and consultation
- 2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context
  - o Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others
- 2D. Applications based on Individual and Cultural Context
  - o Applies knowledge, sensitivity, and understanding regarding individual and cultural diversity to work effectively with diverse others in assessment, treatment, and consultation

Student Learning Outcomes:

1. Increase individual awareness of one's own cultural biases, values, and beliefs and to understand their impact on both the student and client. (Class Facilitation, Homework Assignments/Weekly Reflections, Structured Reflection, Group Presentation, Final Exam; APA Competency Benchmark 2A)
2. Demonstrate an ability to identify key client-related cultural variables that are relevant to assessment and treatment. (Class Facilitation, Group Presentation, Final Exam; APA Competency Benchmark 2B)
3. Demonstrate the ability to apply knowledge, sensitivity, and understand of the role of culture in assessment and treatment of diverse others. (Group Presentation, Final Exam; APA Competency Benchmark 2C & 2D)
4. Demonstrate the ability to apply various APA multicultural and diversity-related specialty guidelines to clinical practice. (Class Facilitation, Group Presentation, Final Exam; APA Competency Benchmark 2A, 2B, 2C, and 2D)

Required Texts:
Students should obtain the following textbooks for this course:

Anderson, C. (2016). *White rage: The unspoken truth of our racial divide*. Bloomsbury.
Brown, L. S. (2018). *Feminist Therapy* (2nd Edition). American Psychological Association.
 https://doi.org/10.1037/0000092-000
Diangelo, R. (2018). *White fragility: Why it's so hard for White people to talk about racism*.
 Boston: Beacon Press.
Hays, P. A., & Iwamasa, G. Y. (2018). *Culturally responsive cognitive behavior therapy:*
 Practice and supervision (2nd Edition)*.* American Psychological Association.
 https://doi.org/10.1037/0000119-000

Full Required Readings List
In addition to the required texts, students are also expected to read the items listed below.
Sources that are not pulled from the list of required texts for this course are available in
Blackboard in the *Course Readings* content folder, or you can access the readings electronically
through the EKU Libraries website or obtain the original sources on your own.

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders,*
 fifth edition, text revision: DSM-5-TR (5th ed., text revision). American Psychiatric
 Association.
American Psychological Association. (2007). Guidelines for the psychological practice with girls
 and women. *American Psychologist, 62*(9), 949-979. https://doi.org/10.1037/0003-
 066x.62.9.949
American Psychological Association. (2012). Guidelines for the psychological practice with
 lesbian, gay, and bisexual clients. *American Psychologist, 67*(1), 10-42.
 https://doi.org/10.1037/a0024659
American Psychological Association. (2015). Guidelines for the psychological practice with
 transgender and gender nonconforming people. *American Psychologist, 70*(9), 832-864.
 https://doi.org/10.1037/a0039906
American Psychological Association, Boys and Men Guidelines Group. (2018). APA guidelines
 for psychological practice with boys and men. Retrieved from
 http://www.apa.org/about/policy/psychological-practice-boys-men-guidelines.pdf
American Psychological Association. (2017). Multicultural guidelines: An ecological approach
 to context, identity, and intersectionality. Retrieved from: http://www.apa.org/about/
 policy/multicultural-guidelines.pdf
Anderson, C. (2016). *White rage: The unspoken truth of our racial divide*. Bloomsbury.
 https://doi.org/10.1080/15210960.2018.1447194
Boysen, G. (2009). A review of experimental studies of explicit and implicit bias among
 counselors. *Journal of Multicultural Counseling & Development, 37*(4), 240-
 249. https://doi.org/10.1002/j.2161-1912.2009.tb00106.x
Brown, L. S. (2018). Theory. In L. S. Brown, *Feminist Therapy* (2nd Edition), (pp. 37-95).
 American Psychological Association. https://doi.org/10.1037/0000092-003
Burkard, A. & Knox, S. (2004). Effect of therapist color-blindness on empathy and
 attributions in cross-cultural counseling. *Journal of Counseling Psychology, 51*(4)*,* 387
 397. https://doi.org/10.1037/0022-0167.51.4.387

Cass, V. C. (1979). Homosexual identity formation: A theoretical model. *Journal of Homosexuality, 4*(3), 219-235. https://doi.org/10.1300/j082v04n03_01

Constantine, M.G. (2007). Racial microaggressions against African American clients in cross-racial counseling relationships. *Journal of CounselingPsychology, 54*(1)*,* 1-16. https://doi.org/10.1037/0022-0167.54.1.1

Diangelo, R. (2018). *White fragility: Why it's so hard for White people to talk about racism*. Boston: Beacon Press.

Dovidio, J, Gaertner, S., Kawakami, K, & Hodson, G. (2002). Why can't we just get along? Interpersonal biases and interracial distrust. *Cultural Diversity and Ethnic Minority Psychology, 8*(2)*,* 88-102. https://doi.org/10.1037/1099-9809.8.2.88

Gay & Lesbian Alliance Against Defamation. (2016, October). GLAAD media reference guide (10th Edition). https://www.glaad.org/sites/default/files/GLAAD-Media-Reference-Guide-Tenth-Edition.pdf

Guthrie, R. V. (2003). *Even the rat was white* (2nd ed). Pearson.

Hancock, K. A. (2014). Student beliefs, multiculturalism, and client welfare. *Psychology of Sexual Orientation and Gender Diversity, 1*(1), 4-9. https://doi.org/10.1037/sgd0000021

Hays, P. A., & Iwamasa, G. Y. (2006). *Culturally responsive cognitive-behavioral therapy: Assessment, practice, and supervision.* American Psychological Association. https://doi.org/10.1037/11433-000

Jones-Smith, E. (2019). The strengths-based therapy model and culturally responsive counseling. In E. Jones-Smith, *Culturally diverse counseling: Theory and practice.* (pp. 131-163). Sage. https://doi.org/10.4135/9781071800744.n5

McClellan, M. J. (2014). Awareness of Privilege and Oppression Scale-2: Construction and initial validation (Doctoral dissertation, University of Kentucky). http://uknowledge.uky.edu/edp_etds/22

Paniagua, F. A. (2014). *Assessing and treating culturally diverse clients: A practical guide.* Sage. https://doi.org/10.4135/9781506335728

Smith, T. B., & Trimble, J. E. (2016). Matching clients with therapists on the basis of race or ethnicity: A meta-analysis of clients' level of participation in treatment. In T. B. Smith & J. E. Trimble (Eds.), *Foundations of multicultural psychology: Research to inform effective practice* (pp. 115-128). American Psychological Association. https://doi.org/10.1037/14733-006

Sue, D. W. (2004). Whiteness and ethnocentric monoculturalism: Making the "invisible" visible. *American Psychologist, 59*(8)*,* 759-769. https://doi.org/10.1037/0003-066x.59.8.761

Sue, D. W. (2010). Gender microaggressions & sexism. In D. W. Sue, *Microaggressions in everyday life: Race, gender, and sexual orientation*. Wiley.

Sue, D. W. (2010). Sexual orientation microaggressions & heterosexism. In D. W. Sue, *Microaggressions in everyday life: Race, gender, and sexual orientation*. Wiley.

Sue, D. W. (2010). Taxonomy of microaggressions. In D. W. Sue, *Microaggressions in everyday life: Race, gender, and sexual orientation*. Wiley.

Sue, D. W., Gallardo, M. E., & Neville, H. A. (2014). *Case studies in multicultural counseling and therapy*. Wiley.

Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Wiley.

Troiden, R. R. (1989). The formation of homosexual identities. *Journal of Homosexuality, 17*(1-2), 43-74. https://doi.org/10.1300/j082v17n01_02

World Professional Association for Transgender Health. (2012). Standards of care for the health of transsexual, transgender, and gender-nonconforming people (Volume 7). https://www.wpath.org/media/cms/Documents/SOC%20v7/Standards%20of%20Care_V 7%20Full%20Book_English.pdf

Worell, J., & Remer, P. (2003). Empowerment feminist therapy. In J. Worell, & P. Remer, *Feminist perspectives in therapy: Empowering diverse women,* (pp. 29-59). Wiley.

Worell, J., & Remer, P. (2003). Socialization for womanhood: Developing personal and social identities. In J. Worell, & P. Remer, *Feminist perspectives in therapy: Empowering diverse women,* (pp. 60-86). Wiley.

COURSE & UNIVERSITY POLICIES

Academic Integrity; Discrimination and Harassment; Title IX; and Prevention Policies: In keeping with University policy number 4.1.4: *Course Syllabi*, all course syllabi must include a link to the Academic Affairs website where current standardized statements regarding (a) Accessibility Accommodation; (b) Academic Integrity; and (c) Discrimination and Harassment, Title IX, and Prevention; and (d) Mental/Physical Wellness Resources. Please use this link to locate these important University statements: https://academicaffairs.eku.edu/syllabi

Active Participation and Program Implications: This class will focus heavily on in-class discussions and difficult dialogues related to race, gender, sexual orientation, and challenging topics. It is critical that you come to class prepared and be willing to participate fully. There will be many opportunities for you to self-disclose personal information in this course. It is up to you to choose your own level of self-disclosure, however, please note that you will only get out of this class what you are willing to put into it. Being able to explore your own biases and values as they relate to the course material is an important part of the developmental process to becoming a culturally competent psychologist and to the development of cultural humility. You will maximize your benefit from this course if you are willing to take risks and engage meaningfully in dialogue. Due to the sensitive nature of our discussions, all students are expected to maintain the confidentiality of the sensitive discussions we have throughout this course.

One question that students frequently ask is whether their personal views will be held against them. The goal of the class is to prepare students to work with a wide range of diverse populations. Any concerns about an individual student's ability to work with diverse populations will be addressed on an individual basis by the course instructor and the instructor will attempt to remediate any deficits. Being able to work effectively with diverse populations is a Psy.D. program requirement, a profession-wide competency, an ethical obligation, and is consistent with state and federal law. Ultimately, if the instructor's efforts to remediate are not successful or the concerns lead to a negative impact on the student's grade, the instructor's will be discussed with the clinical training faculty, feedback may be given in your departmental student evaluation which is part of your school record, and this deficit could potentially impact your status within the program.

APA Ethical Guidelines and Competencies: Relevant APA ethical guidelines of the profession will be discussed in the context of providing culturally competent mental health services. You are expected to know and incorporate those guidelines into your clinical practice.

Assignment Deadlines: All assignments noted in the course schedule are firm. Late work will not be accepted unless related to an excused absence, then, all work must be made up within one week. Assignments are due at the beginning of class or as noted in the syllabus.

Attendance Policy: Students should make every effort to attend every class. An acceptable excuse is an illness (including self-isolation or quarantine), a University-provided excuse, or an emergency resulting in unavoidable absence. Students will not receive a grade penalty for missing class due to self-isolation or quarantine. Students should notify the instructor as soon as they are aware of the need to miss class to explain the absence. Students with excused absences are expected to make up any missed work within one week of their return to health, their return from the University approved trip, or the event that triggered the emergency. Students with unexcused absences will not be permitted to make up any missed work related to the absence.

Blackboard: This course will rely heavily upon the class Blackboard site to deliver course content including course announcements, forms, handouts, lecture slides, links to audio-visual materials, etc. It will also be the mechanism through which you submit assignments throughout the semester. Please familiarize yourself with this site early in the semester to maximize your opportunity for success in the course.

Class Cancellation Policy: Notices of class cancellations of physical class meetings due to inclement weather or other unplanned events will be posted via Blackboard or, occasionally, through the university's emergency plan. In the event of a class cancellation, class assignments or updates will be posted on our class Blackboard site.

E-mail: Each EKU student, faculty, and staff member has an official EKU e-mail. All university and course-related communications will be sent to your official EKU e-mail address. Please check this account at least daily throughout the semester.

Standards for Written Assignments: The course instructor believes that excellent written communication skills are an important component of a practicing psychologist. As such, students should ensure that all written assignments for this course are submitted using correct grammar, spelling, composition, and be in compliance with the Publication Manual of the American Psychological Association APA (7th Edition) or understand that their grade will be negatively impacted if their work is believed to be lacking in any of these areas. All digitally submitted assignments must be in Microsoft Word unless otherwise noted in the assignment. It is each student's individual responsibility to proof-read his/her/their paper and students are encouraged to thoroughly check written work prior to each submission. The Noel Studio for Academic Creativity offers free writing support for the EKU community; they are located in the EKU Library, at https://studio.eku.edu/.

Student Progress: All grades for class assignments will be posted in Blackboard. If you find that your performance in this class is not meeting your expectations or if you have difficulty with assignments, please contact the course instructor to discuss your situation.

COURSE REQUIREMENTS

Class Facilitation: The seminar portion of this course is intended for class discussions related to the weekly readings. The instructor believes that students who are actively involved in these discussions will learn more and that taking a leadership role in these discussions provide opportunities for deeper learning. As such, each student will be required to serve as a class facilitator of class readings on a rotating basis. Each facilitation should last approximately 10-15 minutes in length and students are expected to prepare ahead of time for these facilitation roles. You are expected to show up to class with printed notes outlining the material you will cover, a brief handout for students in the class that outlines a handful of important points you noted in the reading, discussion questions you plan to ask to get the discussion going. **Credit for completing the assignment will be awarded based on the quality of your presentation, whether you provided the required handout during class, and whether you submit a digital copy of your notes and handout via Blackboard**.

Homework Assignments/Weekly Reflections: Please note that Dr. McClellan reserves the right to add homework assignments/weekly reflections to ensure students are actively engaged in the course. The weekly homework assignments/reflections are intended to test your understanding of important course content and/or to get you to apply or consider the material on a deeper level. **All homework assignments/weekly reflections will be submitted via Blackboard and all assignments/reflections must be completed. Credit for completing each individual homework assignment/weekly reflection will be awarded based on the quality of your written work, whether you met the specific requirements of the assignment, and whether you demonstrated an ability to relate to the material.**

Group Presentations: Students will be expected to complete three group presentations throughout the semester on the following topics: (a) Identity Development Model, (b) Guthrie Text Chapter, and (c) Racial Group. Each group member will be expected to complete a Peer and Self Evaluation form on which they individually provide feedback on their own individual project contributions as well as the contributions for every other group member and submit this form to the course instructor via Blackboard. Students are expected to contribute equally to each project and any failure to do so could negatively impact course grades. Students are expected to complete each presentation, receive strong feedback from peers on each project, meet the individual requirement for each presentation, and provide quality presentations in order to earn credit for each presentation in order to earn credit for this course requirement. The expectations for each of these presentations are different and more information will be provided on each presentation during class.

Identity Development Model Presentation: Each group will be assigned an identity development model to read and understand, discuss as a group inside of the official class

meeting time, develop a handout that provides a step-by-step summary of the model, and develop and present a case study that will allow other students in the class to attempt to apply the identity development model. All group members are expected to contribute during the actual class presentation. This presentation should be approximately 15 minutes in length (10 minutes to present the model and 5 minutes to present and discuss the case example).

Guthrie Text Chapter Presentation: Each group will be assigned a chapter to read from the Guthrie text. The group will be expected to read and understand the chapter content, discuss as a group outside of the official class meeting time, verbally summarize key concepts presented in the chapter to the class, and discuss how that information may be related to current attitudes toward psychologists and your work with clients. All group members are expected to contribute during the actual class presentation. This presentation should be approximately 10-15 minutes in length.

Racial Group Presentation: Each group will be assigned a specific racial group to present on, and the core readings for each racial group are listed in the course schedule included with this syllabus. Each group will be expected to read and understand the assigned readings for the presentation; discuss the materials as a group outside of the official class meeting time; create a brief handout that summarizes (a) important background information about the population, (b) important clinical considerations, and (c) provides recommendations of best practices for working with the assigned racial group that is distributed to the class; select one of the case studies in the Sue et al. (2014) reading to discuss during the presentation and to serve as an example of how to integrate the information you provide in your handout. All group members are expected to contribute during the actual class presentation. This presentation should be approximately 20-30 minutes in length (10 minutes to discuss important background information, 10 minutes to discuss important clinical considerations, and 10 minutes for the case presentation and related discussion) and students should create and utilize a PowerPoint presentation during their presentation.

Structured Reflection on Racial Identity: Students are expected to read ***White Fragility, White Rage, and various models of racial identity development*** this semester. These readings are intended to allow students to consider the topic of race, racism, white privilege, oppression, and their own racial identity on a much deeper level and are designed to enhance your own self-awareness. You will be required to write a structured reflection paper that is designed to evaluate your integration of these readings with your own world view and to discuss how these readings can be integrated with your clinical work with diverse populations. Students are expected to reference specific occurrences within the texts as well as a model of identity development of their choosing and to demonstrate an ability to relate to the material on a personal level. More information about this assignment will be provided at a later date. The text of the reflection paper should be 3-5 pages in length and must additionally include a title page, at least two heading levels, a reference page, and comply with the APA Publication Manual 7th Edition.

Interpreter Training: All students will participate in an outside of class interpreter training. This training will require you to perform a clinical interview and/or brief therapy session with an individual who is deaf/hard of hearing while utilizing an interpreter to facilitate communication. This event is still being planned, but is presently estimated to occur sometime late September or early October of the current semester.

Final Exam: The final exam for this course is cumulative and is designed both to test your general factual knowledge of the material as well as your ability to integrate and apply the key information presented throughout the course. Completing the course readings, homework assignments/reflections, facilitation, group projects, and participating meaningfully in class discussions will maximize your performance on this exam. The exact format and structure of the final exam will be discussed during class. Exams are **not** returned to students in order to maintain the integrity of the exam, students are expected to destroy all exam-related materials after they have received feedback and credit for the exam. A final exam grade will be awarded for APA accreditation-related purposes, and students must earn a grade of 80% or higher on the exam to pass the course/demonstrate competency in this area.

Course Grades: The purpose of this class is to provide a safe space where students can learn, grow, and develop basic cultural competency and cultural humility skills. In order to reduce student concerns associated with sharing personal information in a classroom setting, course grading will be determined collaborative between the student and the course instructor. Students who fail to remain actively engaged in the course and/or who fail to complete all course requirements to the satisfaction of the course instructor will automatically fail the course. Students who are actively engaged and who complete course requirements to the satisfaction of the course instructor will have considerable say in determining their own final grade in the course. More specifically, students who complete all course requirements will submit a statement to the course instructor via Blackboard at the end of the semester that provides a recommended final letter grade that is consistent with their own level of engagement, completion of key course content, and that they believe is representative of their own individual learning as a result of their participation in the course. That statement should also provide a justification that explains why they should receive that final letter grade. The course instructor will rely heavily on the student recommendation in determining the final grade, however, the instructor reserves the right to amend the student's final grade if it is clear that the students justification is not consistent with the instructor's observations of the student's work throughout the semester, the student fails to complete all course requirements (including additional homework assignments or weekly reflections), or any remediation plans that may have been developed for an individual student during the semester are not completed by the end of the semester.

Please also note that the Psy.D. program requires that you earn a B or higher in this course in order to pass the course and progress in the program.

EKU

PSYCHOLOGY

Course Schedule
PSY802

Date	Topic & Activities	Material Due
08/16	Class Intro & Overview Introduction to Course Instructor Ground Rules Personal Interviews Dealing with Negative Emotions Mindful Participation Social Identity Cultural Saliency Social Location Cultural Competency vs. Humility Platinum vs. Golden Rule *Activity: What do THEY look like?* *Activity: Personal Interviews* *Acivity: Social Identity Wheel* *Activity: Most Proud Discussion*	
08/23	Guidelines & Competencies Implicit vs. Explicit Bias Student Beliefs *View: The Essential Blue Eyed* or *Brown Eye Blue Eye, Jane Elliott*	• **HW#1 – Skin Tone & Race IAT's** • Diangelo, R. (2018). White fragility (pp. 1-98) – **M²** • APA (2017) – Multicultural guidelines: An ecological approach (pp. 4-13, 97, & 165-169). - • Boysen (2009) – A review of experimental studies of explicit and implicit bias among counselors. – **Student 1 – Victoria** • Dovidio et al. (2002) – Why can't we just get along? Interpersonal biases and interracial distrust. – **Student 2 – Sara** • Hancock (2014) – Student beliefs, multiculturalism, and client welfare. – **Student 3 – Ellen**

| 08/30 | Acculturation vs. Assimilation
Microaggressions
Privilege & Oppression
Impact of Privilege & Oppression
How to Deal with Ruptures

View: The Color of Fear | Diangelo, R. (2018). White fragility (pp. 99-158) - **M²** McClellan (2014) – The Awareness of Privilege and Oppression Scale – 2: Initial construction and validation (pp. 51-88) Sue (2010) – Ch. 2 – Taxonomy of microaggressions View: https://www.youtube.com/watch?v=hDd3bzA7450 – about 2 minutes in length View: https://www.youtube.com/watch?v=XjgozDwAjqg – about 2 minutes in length – see if you can identify the type of microaggressions present in the video? Constantine (2007) – Racial microaggressions against African American clients in cross-racial counseling relationships. – Listen to: https://www.apa.org/research/action/speaking-of-psychology/white-privilege - The invisibility of white privilege – about 24 minutes in length – This can also be found in the course documents folder under Lowery (2020) The invisibility of white privilege |

09/06	Identity Development Color-Blind Framework Racial/Ethnic Matching *Activity: Present a Model*	**Group Presentation # 1 – Identity Development Model** • Anderson (2016) 1-98: Prologue, Reconstructing Reconstruction, Derailing the Great Migration, Burning Brown to the Ground – **M²** • Sue & Sue (2016) – Ch. 11 – Racial/cultural identity development in people of color: Counseling implications. [Focus on Sue & Sue's Racial/Cultural Identity Development Model] – **Group 1** • Sue & Sue (2016) – Ch. 12 – White racial identity development: Counseling implications. [Focus on Helm's White Racial Identity Model] – **Group 2** • Worell & Remer (2003) – Ch. 2: Socialization for womanhood: Developing personal and social identities. [Focus on the Social Identity Development Model] – **Everyone** • Cass (1979) – Homosexual identity formation: A theoretical model – **Group 3** • Troiden (1989) – The formation of homosexual identities – **Group 4** • Burkard & Knox (2004) – Effect of therapist color-blindness on empathy and attributions in cross-cultural counseling. – **Student 4 - Marisa** • Sue (2004) – Whiteness and ethnocentric monoculturalism: Making the "invisible" visible. – **Student 5 - Joe**
9/13	Historical Perspectives and Their Continued Impact on Clinical Practice	**Group Presentation # 2 – Guthrie Text Chapter** • Anderson (2016) 98-166: Rolling Back Civil Rights, How to Un-elect a Black President, Epilogue. – **M²** • Guthrie (2004) – Ch. 1 – The noble savage and science. – **Group 1** • Guthrie (2004) – Ch. 2 – Brass instruments and dark skins. – **Group 2** • Guthrie (2004) – Ch. 3 – Psychometric scientism. – **Group 3** • Guthrie (2004) – Ch. 4 – Psychology and race. – **Group 4**

9/20	Intro to Culturally Responsive CBT ADDRESSING Framework *View: Culturally Responsive CBT*	• **HW#2 – White Like Me Viewing & Reflection** • ADDRESSING Handout • Culturally Responsive CBT Summary Sheet • Hall et al (2016) A meta-analysis of cultural adaptations of psychological interventions. – **Student 6 - Callie** • Roberts & Rizzo (2020) The psychology of American racism
9/27	Clinical Interviewing Assessment *Activity: Cultural Formulation Interview*	• DSM-5 – Cultural Formulation Interview • Hays & Iwamasa (2006) – Ch. 11 – Cultural considerations in cognitive-behavioral assessment. – • Paniagua (2014) – Ch. 8 – Using culturally biased instruments. -

10/04	Group Presentations	**Group Presentation # 3 – Racial Group Presentation**
		• **Structured Reflection on Racial Identity Due**
	Hispanic American Clients	**Group 1** • Paniagua (2014) – Ch. 4 – Guidelines for the assessment, diagnosis, and treatment of Hispanic clients. • Hays & Iwamasa – Ch. 3 – Cognitive-behavioral therapy with Latinos/as. • Sue et al. (2014) pp. 49-54 – Clinical applications with Latinos/as.
	Asian American Clients	**Group 2** • Paniagua (2014) – Ch. 5 – Guidelines for the assessment, diagnosis, and treatment of Asian Clients. • Hays & Iwamasa – Ch. 5 – Cognitive-behavioral therapy with Asian Americans. • Sue et al. (2014) pp. 37-43 – Clinical applications with Asian Americans.
	Native American Clients	**Group 3** • Paniagua (2014) – Ch. 6 – Guidelines for the assessment, diagnosis, and treatment of American Indian clients. • Hays & Iwamasa – Ch. 1 – Cognitive-behavioral therapy with Native Americans. • Sue et al. (2014) pp. 21-27 – Clinical applications with Native Americans.
	African American Clients	**Group 4** • Paniagua (2014) – Ch. 3 – Guidelines for the assessment, diagnosis, and treatment of African American clients. • Hays & Iwamasa – Ch. 4 – Cognitive-behavioral therapy with African Americans. • Sue et al. (2014) pp. 3-12 – Clinical applications with African Americans.

10/11	Gender I Gender vs. Sexual Orientation Gender Role Messages *Activity: Train a Space Alien* *Activity: Gender Norms Discussion* *View: Killing Us Softly*	• **HW#3 – Gender Role Messages** • APA (2007) – Guidelines for the psychological practice with girls and women. – **Student 7 - Eliza** • APA (2018) – Guidelines for the psychological practice with boys and men. – **Student 8 - Savannah** • APA (2015) – Guidelines for the psychological practice with transgender and gender nonconforming people. – **Student 9 - Sharon** • Sue (2010) – Ch. 8 – Gender microaggressions & sexism. -
10/18	Gender II Important Terms Feminist Therapy *View: Growing Up Trans*	• Brown (2018). Ch. 3 – Theory – • Worell & Remer (2003) Ch. 3 – Empowerment Feminist Therapy – **Student 10 - Elijeh** • Jones-Smith, E. (2019). The strengths-based therapy model and culturally responsive counseling – **Student 11 - Robey**
10/25	LGB Clients I *View: For the Bible Tells Me So*	• APA (2012) - Guidelines for the psychological practice with lesbian, gay, and bisexual clients. – **Student 12 - Blake** • GLADD (2016) Media Reference Guide • Glossary of Terms Handout

11/01	LGB Clients II *View: LGB Videos*	• Paniagua (2014) – Ch. 10 – Counseling guidelines for culturally diverse lesbian, gay, bisexual, and transgender clients. • Hays & Iwamasa – Ch. 10 – Cognitive-behavioral therapy with LGB individuals. - • Sue et al. (2014) pp. 207-211 – Clinical applications with LGB clients. - • Sue (2010) – Ch. 9 – Sexual orientation microaggressions & heterosexism. – **Student 13 - Haley** • WPATH (2012) Standards of care for the health of transsexual, transgender, and gender nonconforming people - **M²**
11/08	Final Exam	Final Exams Will be Scheduled Individually with M2
11/15	Final Exam	Final Exams Will be Scheduled Individually with M2
11/22	No Class Meeting - Thanksgiving	
11/27-12/01	No Class Meeting - Finals Week	**Program-Wide Student Feedback Meetings** **Course Grad Assignment Due on Monday, 11/27 at 12:30pm**

Please Note: This course schedule and the specific reading assignments/due dates included in this syllabus may be modified at the discretion of the instructor to best suit the needs of the class, instructor, guest speakers, or to account for weather/facility interruptions. Also, please note that other readings may be assigned throughout the semester to supplement or enhance your learning.

Eastern Kentucky University
Department of Psychology
Syllabus for Psychology 837, Social Psychology & Cultural Diversity
(CRN = 22032)
3 Credit Hours

Instructor: Professor X
Office: 116 Cammack Building
Office Hours: By Appointment

Email: professor.x@eku.edu
Phone: 859-622-1115
Web: https://

Catalogue Course Description: Graduate level survey of topics in social psychology including social influence, persuasion, social cognition, self-justification, aggression and prejudice. Emphasis will be placed on multi-cultural diversity and understanding other groups.

Prerequisites: Departmental approval.

Readings

There is no textbook for this course. Readings will consist of research articles and literature reviews that will be made available for you. You should be also to have access to PDF files of these readings.

Student Learning Objectives

At the end of this course you should be able to:

1. Apply theories and findings in social psychology to your specialty area
   How assessed: Group Discussions
2. Apply theories and findings in social psychology to new experiences
   How assessed: Film Analysis
3. Recognize and identify the roots of culture and be able to explain cross-cultural differences within your specialty area
   How assessed: Group Discussions

Evaluation Methods

The total number of possible points in this course is 440. Your grades will be based on 1 Full Class Discussion (20 points), 7 Small Group Discussions (20 points each; 140 points total), 6 Peer Ratings for the Discussions (20 points each; 120 points total) and 8 film analysis assignments (20 points each; 160 points total). Keep track of how much you earn as we progress through the course. Your grade will be based on the percentage scale below (there will be no curves).

100-90 = A   89-80 = B   79-70 = C   69-60 = D   59-0 = F

Full Class Discussion (5%) + Small Group Discussions (32%) + Peer Ratings (27%) + Film Analyses (36%) = 100%

Student Progress

I will keep an updated record of your grade after each assignment and you may ask me about your grade at any point in the semester. I will provide grades and feedback on submitted course assignments within one week of the date the assignments are due. You will also have access to your grade through Blackboard. I will not be able to inform anyone but you of your grade on any assignment or in the course.

Official E-mail

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Attendance / Participation Policy

Your participation in this course is extremely important to understand and apply the material. All assignments must be completed by the module deadline. Late assignments will not be graded, but assignments will be accepted late if there is accompanying documentation. In the event that the schedule must change, I will post an announcement about that immediately. That announcement may contain alternative assignments or a revised schedule, so please make sure to check Blackboard frequently.

Add/Drop and Withdrawal Deadlines

The last day to Add or Drop this course is **March 21**.
The last day to withdraw from this course is **April 28**.
Please inform me before you either drop or withdraw from the course. We can often work out any issues you're experiencing.

Campus Resources

For information about Accommodations, Academic Integrity, Discrimination/Harassment, Title IX, and Prevention, please go to this site: https://academicaffairs.eku.edu/syllabi

Mental/Physical Wellness Resources
Eastern Kentucky University is committed to the wellbeing of all students.
Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:

EKU Counseling Center After Hours Urgent support line:	(859) 622-1303
National Suicide Hotline:	(800) 273-8255 or dial 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	(859) 622-1761
EKU Psychology Clinic:	(859) 622-2356
EKU Counseling Center:	(859) 622-1303
EKU Women's Health Clinic:	(859) 622-1761

Standards for Written Assignments

Students in all psychology courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may visit the Noel Studio, in the Library: The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work you or your small group on any piece of written or oral communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective strategies. For more information, visit the Noel Studio website at http://www.studio.eku.edu/ or call 859-622-6229.

Availability
The best way to contact me would be through email (jonathan.gore@eku.edu). Because this is an online class, I will try to be available for questions as much as possible, but I will set aside time to answer emails between 9-10 am on Monday and Wednesday. If you would rather meet in person, you can come to my office (Cammack 116) during the same time (MW 9-10) or we can figure out a better time if that does not work for you.

COURSE REQUIREMENTS

Group Discussions

It is very important that you learn how to be creative collaborators with a diverse group of people, and using the best information you can find. You will therefore be asked to apply the material you're learned in this course to solve new problems as a group. <u>The first group discussion will be classwide and will be asynchronous. The small group discussions after that will be synchronous</u>. Your assigned discussion time with your small groups will be based on your availability and will begin in Module 2.

For each discussion, you will be graded on the following COGNITIVE SKILLS
- Comprehension (5 points)
  - Understands basic concepts from the readings
- Analysis (5 points)
  - Understands the primary results from the readings (not just from the Abstract)
- Synthesis (5 points)
  - Utilizes the results of the readings to inform one's ideas and proposed solutions
- Evaluation (5 points)
  - Critically evaluates proposed ideas to come up with the best solution

For the small group discussions, you will also be graded by your peers on the following INTERPERSONAL SKILLS
- Communication (5 points)
  - Posts own ideas and responds well to others
- Influencing / Understanding Others (5 points)
  - Understands others' positions accurately and utilizes effective persuasion
- Professionalism (5 points)
  - Is present, on time, and courteous during the discussion
- Collaboration / Teamwork (5 points)
  - Contributes good ideas and helps to come up with the best solution

YOU MUST COMPLETE YOUR RESPONSES BY 11:59 PM ON SUNDAY AT THE END OF EACH WEEK, BUT MOST RESPONSES WILL BE DONE DURING YOUR SYNCHRONOUS SMALL GROUP DISCUSSION TIME

Film Analysis

You will be asked to complete film analysis assignments for 8 films (20 points per assignment, 8 films = 160 total points). For each assignment, you will be asked to explain the behaviors mentioned or demonstrated in the film using the social and cultural phenomena covered in the module lectures.

FILM ANALYSIS ASSIGNMENTS ARE DUE BY 11:59 PM ON SUNDAY AT THE END OF EACH WEEK

Course Schedule

Module / Week	Watch	Read	Assignments due by 11:59 pm Sunday
Module 1 3/18-3/24	o Lecture: "Social & Cultural Psychology" o Film 1: "American Nations"	o Ross et al (2010) o Rentfrow et al (2013) o Mesoudi et al (2017)	o Introduce Yourself to Class o Film 1 Analysis o Class Discussion (asynchronous)
Module 2 3/25-3/31	o Lecture: "Defining Ourselves & Others" o Film 2: "The Resettled"	o Thalmeyer (2018) o Gore and Cross (2014) o Vignoles et al (2016)	o Film 2 Analysis o Small Group Discussion (**synchronous**) o Group Member Ratings
Module 3 4/1-4/7	o Lecture: "Thinking about Ourselves" o Film 3: "Who Is Black in America?"	o Graham-Bailey et al (2018) o Madon et al (2018) o Miville et al (2017)	o Film 3 Analysis o Small Group Discussion (**synchronous**) o Group Member Ratings
Module 4 4/8-4/14	o Lecture: "Evaluating Ourselves" o Film 4: "You Are Not Alone"	o Schwartz et al (2018) o Williams et al (2018) o Causidas et al (2018)	o Film 4 Analysis o Small Group Discussion (**synchronous**) o Group Member Ratings
Module 5 4/15-4/21	o Lecture: "Influencing Others" o Film 5: "Killing Us Softly 4"	o Van Kleef et al (2014) o Cialdini & Goldstein (2004) o Clegg et al (2017)	o Film 5 Analysis o Small Group Discussion (**synchronous**) o Group Member Ratings
Module 6 4/22-4/28	o Lecture: "Connecting with Others" o Film 6: "The Story of Yes"	o Leary & Allen (2011) o Ioverno et al (2016) o Lu et al (2017)	o Film 6 Analysis o Small Group Discussion (**synchronous**) o Group Member Ratings
Module 7 4/29-5/5	o Lecture: "Drives for Behavior" o Film 7: "The Three Doctors"	o Gore et al (2018) o Cancino-Montecinos et al (2018) o de Rivera (2018)	o Film 7 Analysis o Small Group Discussion (**synchronous**) o Group Member Ratings o Course Evaluation
8 5/6-5/12	o Lecture: "Good and Bad Behavior" o Film 8: "Life Facing Bars"	o Bushman et al (2016) o Garcia et al (2002) o Miller et al (2011)	o Film 8 Analysis o Small Group Discussion (asynchronous) o Extra Credit

READING LIST

Bushman, B. J., Newman, K., Calvert, S. L., Downey, G., Dredze, M., Gottfredson, M.,…, & Webster, D. W. (2016). Youth violence: What we know and what we need to know. *American Psychologist, 71*, 17-39.

Cancino-Montecinos, S., Björklund, F., & Lindholm, T. (2018). Dissonance reduction as emotion regulation: Attitude change is related to positive emotions in the induced compliance paradigm. *PLoS ONE, 13*, ArtID: e0209012

Causadias, J. M., Vitriol, J. A., & Atkin, A. L. (2018). Do we overemphasize the role of culture in the behavior of racial/ethnic minorities? Evidence of a cultural (mis)attribution bias in American psychology. *American Psychologist, 73*, 243-255.

Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. *Annual Review of Psychology, 55*, 591-621.

Clegg, J. M., Wen, N. J., & Legare, C. H. (2017). Is non-conformity WEIRD? Cultural variation in adults' beliefs about children's competency and conformity. *Journal of Experimental Psychology: General, 146*, 428-441.

de Rivera, J. (2018). Themes for the celebration of global community. Peace and Conflict: Journal of Peace Psychology, 24, 216-224.

Garcia, S. M., Weaver, K., Moskowitz, G. B., & Darley, J. M. (2002). Crowded minds: The implicit bystander effect. *Journal of Personality and Social Psychology, 83*, 843-853.

Gore, J. S., & Cross, S. E. (2014). Who am I becoming? A theoretical framework for understanding self-concept change. *Self and Identity, 13*, 740-764.

Gore, J. S., Hester, R., Spegal, L., Kavanaugh, K., & Nakai, Y. (2018). Relational mechanisms in the goal pursuit process. *Personal Relationships, 25*, 134-156.

Graham-Bailey, M., Richardson Cheeks, B. L., Blankenship, B. T., Stewart, A. J., & Chavous, T. M. (2018). Examining college students' multiple social identities of gender, race, and socioeconomic status: Implications for intergroup and social justice attitudes. *Journal of Diversity in Higher Education*.

Ioverno, S., Belser, A. B., Baiocco, R., Grossman, A. H., & Russell, S. T. (2016). The protective role of gay–straight alliances for lesbian, gay, bisexual, and questioning students: A prospective analysis. *Psychology of Sexual Orientation and Gender Diversity, 3*, 397-406.

Leary, M. R., & Allen, A. B. (2011). Self-presentational persona: Simultaneous management of multiple impressions. *Journal of Personality and Social Psychology, 101*, 1033-1049.

Lu, J. G., Hafenbrack, A. C., Eastwick, P. W., Wang, D. J., Maddux, W. W., & Galinsky, A. D. (2017). 'Going out' of the box: Close intercultural friendships and romantic relationships spark creativity, workplace innovation, and entrepreneurship. *Journal of Applied Psychology, 102*, 1091-1108.

Madon, S., Jussim, L., Guyll, M., Nofziger, H., Salib, E. R., Willard, J., & Scherr, K. C. (2018). The accumulation of stereotype-based self-fulfilling prophecies. *Journal of Personality and Social Psychology, 115*, 825-844.

Mesoudi, A., Magid, K., & Hussain, D. (2017). How do people become W.E.I.R.D.? Migration reveals the cultural transmission mechanisms underlying variation in psychological processes. *PLOS ONE, 11*.

Miller, J. G., Das, R., & Chakravarthy, S. (2011). Culture and the role of choice in agency. *Journal of Personality and Social Psychology, 101*, 46-61.

Miville, M. L., Mendez, N., & Louie, M. (2017). Latina/o gender roles: A content analysis of empirical research from 1982 to 2013. *Journal of Latina/o Psychology, 5*, 173-194.

Rentfrow, P. J., Gosling, S. D., Jokela, M., Stillwell, D. J., Kosinski, M., & Potter, J. (2013). Divided we stand: Three psychological regions of the United States and their political, economic, social, and health correlates. *Journal of Personality and Social Psychology, 105*, 996-1012.

Ross, L., Lepper, M., & Ward, A. (2010). History of social psychology: Insights, challenges, and contributions to theory and application. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), Handbook of Social Psychology. John Wiley.

Schwartz, S. E. O., Kanchewa, S. S., Rhodes, J. E., Gowdy, G., Stark, A. M., Horn, J. P., Parnes, M., & Spencer, R. (2018). "I'm having a little struggle with this, can you help me out?": Examining impacts and processes of a social capital intervention for first-generation college students. *American Journal of Community Psychology*, 61, 166–178.

Thalmayer, A. G. (2018). Personality and mental health treatment: Traits as predictors of presentation, usage, and outcome. *Psychological Assessment, 30*, 967-977.

Van Kleef, G. A., van den Berg, H., & Heerdink, M. W. (2014). The persuasive power of emotions: Effects of emotional expressions on attitude formation and change. *Journal of Applied Psychology, 100*, 1124-1142.

Vignoles, V. L., Owe, E., Becker, M., Smith, P. B., Easterbrook, M. J., Brown, R.,…, & Bond, M. H. (2016). Beyond the 'east–west' dichotomy: Global variation in cultural models of selfhood. *Journal of Experimental Psychology: General, 145*, 966-1000.

Williams, W. C., Morelli, S. A., Ong, D. C., & Zaki, J. (2018). Interpersonal emotion regulation: Implications for affiliation, perceived support, relationships, and well-being. *Journal of Personality and Social Psychology, 115*, 224-254.

Eastern Kentucky University
College of Health Sciences
Recreation and Park Administration Program
Department of Parks, Recreation, Exercise & Sport Science
REC 200, CRN 20710, Credit Hrs. (3)
Spring 2024

Professor: Dr. Raglena Salmans   Office Location: Combs 206
Office Number: 859-622-2091   Email: Raglena.salmans@eku.edu

Student Hours:
Monday 12:15-2:15   ***Open Door Policy***
Tuesday & Thursday 2-4   **Other Times by Appointment (Office or Zoom)**
Wednesday 12:15-3:30

I.   **REC 200**: Leisure Diversity and Culture (3 hours)

II.   **COURSE DESCRIPTION**: Examination of personal, philosophical, cultural diversity, economic, behavioral, and historical dimensions of play, recreation and leisure; evolution of leisure lifestyles; impact of leisure on the quality of life; knowledge of professional roles.

III.   **COURSE TEXT**: Kraus, R. (2015) Recreation and Modern Society, 12th Ed. Sudbury, MA: Jones and Bartlett Publishers

IV.   **STUDENT LEARNING OUTCOMES**:

   1. Outcome 2 COAPRT Standard 7.01a. The nature and scope of the relevant park, recreation, tourism or related professions: **Students will explain how the significance of play, recreation and leisure connect in contemporary society.**

   2. Outcome 1 COAPRT Standard 7.01c. The foundation of the profession: **Students will be able to identify the historical and philosophical foundations of the profession.**

Assessment Measures	Performance Measure	Use of the Information
Outcome 2 COAPRT Standard 7.01a. The nature and scope of the relevant park, recreation, tourism or related professions: **Students will explain how the significance of play, recreation and leisure connect into contemporary society.**	1. Cultural or diverse Recreation presentations 2. Article and text readings 3. Class discussions	Prepare students for all core classes. Work with community. Resume building.
Outcome 1 COAPRT Standard 7.01c the foundation of the profession: **Students will be able to identify the historical and philosophical foundations of the profession.**	1. Exams throughout the semester 2. Cultural Recreational Presentations 3. Articles and text readings 4. Personal Philosophy Statement	Prepare students for all core classes.

V. **EVALUATION METHODS -** All written assignments submitted via Blackboard, will be double spaced, 12-point font, 1-inch margins, Times New Roman or similar font style. Rubrics will be utilized for every written assignment and available under Course Documents on Blackboard. Assignments turned in after the deadline will be only be considered at Dr. Salmans' discretion. All assignments done in class or to be turned in during class may be handwritten, legibly.

<u>Grading Scale</u> 500-450 **A** 449-400 **B** 399-350 **C** 349-300 **D** 299 - ↓ **F**

1. **<u>Follow-Up Friday</u>s**: In lieu of meeting in person on Friday's a <u>weekly quiz</u> will be given on Blackboard. Each week the Friday assignment will be posted to Blackboard no later than Wednesday at 5p.m. and must be completed by Friday at 12 noon (when the class meeting would conclude if in person). Quizzes will be worth 10 points. We operate under the University's academic integrity guidelines. There will be 13 quizzes along with an expectation that you will attend/participate in the Annual Chilifest (2/9) and 4 Square Tournament (2/15).   **150pts**

2. **<u>Cultural or Diverse Recreation Paper and Presentation</u>** - Everyone will present to the class on a personally selected cultural recreation or leisure activity including its significance. This can include but is not limited to sports, dance, performing arts, foods, festivals…). An overview will take place in week 4 of the semester.   **100pts**

3. **<u>Course participation</u>** – Overall a positive and cooperative attitude; specifically: preparation for the day's lecture/discussion, active classroom participation (including assigned daily work, outside class assignments, group involvement, discussion participation, and adherence to class policies…)   **50pts**

4. **<u>Classroom attendance</u>** - 2 excused or unexcused absences are allowed, there will be a deduction of points beginning at the 3rd absence of -5 points, 4th absence of -10 points, 5th absence of -25 points, and 0/50 points thereafter. *Three tardies and/or leaving class early will result in the calculation of one absence.*   **50pts**

5. **Exams** (50 each including final = 3 total exams)   **150pts**

   VI. **LAST DAY TO DROP THE COURSE**
   The last day to drop a full semester course is January 22, 2024, the last day to withdraw is April 7, 2024.

VII. Disability, Accessibility, Accommodation, Academic Integrity, Discrimination and Harassment, and Student Rights Under Title IX https://academicaffairs.eku.edu/syllabi

VII.   REC 200 COURSE POLICIES & INSTRUCTOR EXPECTATIONS:

- *The student, not the professor, is the primary learner in this class*. If little or no time is invested by the student in study outside class, it is doubtful much will be learned regardless of the quality of instruction. Most faculty expect students to spend at least two hours of outside of classroom work for every hour spent in the classroom, therefore, you should be spending at least 6 hours per week studying or working for this class. You are expected to demonstrate a willingness to learn evidenced by appropriate non-verbal behavior at all times.

- *Official E-mail:* An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

- *Class information when you are Absent*: If you are absent, it is the instructor's expectation that your peers supply you with class notes and handouts rather than the instructor. It is in your best interests and a professional behavior to have the email addresses and phone numbers of some of your classmates so that you can alert them to an absence so that they will secure handouts for you. You are expected to be in class on time! If extenuating circumstances are the cause of your tardiness, be sure to inform the instructor immediately after class of the situation.

- *All assignments are due by the beginning of class time on their due date*. All assignments are due in electronic format unless otherwise noted. All assignments are to be sent as **Microsoft Word** (.doc or .docx) attachments only. It is the student's responsibility to ensure that assignments were received by the instructor. The instructor will send an email reply to you indicating that the assignment was received.

- *All assignments are graded for grammar, punctuation, language, professionalism, and appearance*. Include your name, assignment title, and assignment number on all submitted assignments. All papers must be turned in using Calibri or Times New Roman font, font size 12, with one-inch margins. All papers must be double-spaced. All papers are to be turned in electronic format unless otherwise noted. Deviation will reduce your assignment grade. You are expected to submit 100% error free assignments. Writing errors will result in a substantial grade penalty. Please review the latest APA guidelines. Any assignment submitted late (late is defined as the beginning of the class period) will be penalized one letter grade per day.

- *Tech Check:* **Dr. Salmans has adopted a policy of a "tech check" to occur at her discretion, at the appointed time each class period**. PHONES ARE TO REMAIN stored in a bag or pocket upon entering the classroom and only retrieved during "tech check" time, then again once leaving the classroom at the end of the course period. If you have an emergency in your life, inform Dr. Salmans. **Any screen checking or texting during class will result in a 5-point reduction in your end-of-semester point total.**

- *Disruptive behavior (such as talking) while the instructor or another student is talking will not be tolerated*. Such actions are unprofessional and a barrier to the learning process of others. The instructor reserves the right to formulate policies that are in the best interests of the students at any time during the semester, especially for situations considered to be dysfunctional behavior patterns.

COURSE OUTLINE

Date:	Topic to be prepared for:
Wednesday - January 17	Intro to REC 200 course overview
Friday – January 19	*Quiz, check Blackboard Assignments tab*
Monday – January 22	Chapter 1: Conceptual Foundations of the Field of Leisure Services
Wednesday – January 24	Chapter 1: Conceptual Foundations of the Field of Leisure Services (con'd)
Friday – January 26	*Quiz, check Blackboard Assignments tab*
Monday – January 29	Chapter 2: Leisure Motivation
Wednesday – January 31	Chapter 2: Leisure Motivation (con'd)
Friday – February 2	*Quiz, check Blackboard Assignments tab*
Monday – February 5	Chapter 3: Sociocultural Factors Affecting Leisure Experiences
Wednesday – February 7	Chapter 3: Sociocultural Factors Affecting Leisure Experiences (con'd) - Introduction of Paper & Presentation for CDR
Friday – February 9	*CHILIFEST– MANDATORY ATTENDANCE in place of quiz this week.*
Monday – February 12	Chapter 4: History of Recreation & Leisure
Wednesday – February 14	**EXAM 1**
Thursday – February 15	*Four Square Tournament – Tennis Center 12:30 – 1:30PM in place of quiz this week.*
Friday – February 16	Topic for Paper & Presentation for CDR Due (even if partnering both must submit topic and announce partnership).
M & W – February 19 & 21	**Cultural or Diverse Paper and Presentation Work Week**
Friday – February 23	*Quiz, check Blackboard Assignments tab*
Monday – February 26	Chapter 5: Social Functions of Community Recreation
Wednesday – February 28	Chapter 6: The Leisure – Services System
Friday – March 1	*Quiz, check Blackboard Assignments tab*
Monday – March 4	Chapter 6: The Leisure – Services System
Wednesday – March 6	Chapter 7: Leisure as a Profession
Friday – March 10	*Quiz, check Blackboard Assignments tab*
Mon. – Fri. / March 11 – 15	**SPRING BREAK AT EKU**
Monday – March 18	Chapter 7: Leisure as a Profession
Wednesday – March 20	Chapter 8: Specialized Leisure Services Areas
Friday – March 22	*Quiz, check Blackboard Assignments tab*
Monday – March 25	Chapter 8: Specialized Leisure Services Areas (con'd)
Wednesday – March 27	Chapter 9: Outdoor Recreation and Natural Resources Management
Friday – March 29	*Quiz, check Blackboard Assignments tab*
Monday – April 1	**EXAM 2**
Wednesday – April 3	Chapter 10: Travel and Tourism
Friday – April 5	*Quiz, check Blackboard Assignments tab*
Monday – April 8	Chapter 10: Travel and Tourism
Wednesday – April 110	Chapter 11: Sport and the Leisure Industry
Friday – April 12	*Quiz, check Blackboard Assignments tab*
Monday – April 15	Chapter 11: Sport and the Leisure Industry - **CDR Paper due by noon**
Wednesday – April 17	Chapter 12: Future Perspectives
Friday – April 19	*Quiz, check Blackboard Assignments tab*
Monday – April 22	Chapter 12: Future Perspectives - **CDR Presentations due by noon**
Wednesday – April 24	**EXAM 3**
Friday – April 26	*Quiz, check Blackboard Assignments tab*
Monday – April 29	*Cultural and Diverse Recreation Presentations*
Wednesday – May 1	*Cultural and Diverse Recreation Presentations*
Friday – May 3	*Quiz, check Blackboard Assignments tab*
Wednesday -May 10	*Cultural and Diverse Recreation Presentations*

EASTERN KENTUCKY UNIVERSITY

COLLEGE OF HEALTH SCIENCES

Department of Recreation and Park Administration
Syllabus for REC 210, Equine Assisted Therapeutic Recreation
Spring 2024
Please note, this syllabus and schedule subject to change.

Instructor: Cheryl Martin, M.Ed., IECE, PATH, Intl., Registered Instructor, Mentor
Office phone #: 606-965-2158, **Mobile phone/Text #:** 606-521-0710
Email: cheryl.martin@eku.edu; cheryl.martin360@yahoo.com

Texts: <u>How to Think Like a Horse</u> , Cherry Hill, Storey Publishing, 2005, <u>Special Needs, Special Horses</u>, Naomi Scott, University of North Texas Press, 2005

STUDENT LEARNING OBJECTIVES: At the completion of this course the student will be able to:

1) Demonstrate knowledge of the history and rationale behind the use of equines for therapy.
2) Identify mentally, emotionally, and physically disabling conditions which may benefit from EAAT.
3) Conduct an in-depth investigation of a disabling condition and ways EAAT may be of benefit.
4) Identify medical indications/contraindications to EAAT.
5) Describe the general emotional physical and medical benefits of EAAT.
6) Identify and evaluate equipment and activities used in EAAT.
7) Explain the roles of instructors and volunteers in EAAT.
8) Develop the ability to identify a suitable equine for EAAT, and understand desirable traits, training methods and proper equine management.
9) Develop educational and recreational activities applicable for an EAAT program.
10) View, participate in and evaluate an approved EAAT program. (See **SERVICE LEARNING PROJECT** following)

INSTRUCTIONAL METHODS

This course will be conducted using a variety of instructional methods including lecture, class discussions, small group work, written reports, project creation and implementation, service learning experiences and lab sessions.

Disability , Accessibility, Accommodation, Academic Integrity, Discrimination and Harassment, and Student Rights Under Title IX:
https://academicaffairs.eku.edu/syllabi

Mental/Physical Wellness Resources
Eastern Kentucky University is committed to the wellbeing of all students. Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:

EKU Counseling Center After Hours Urgent support line:	(859) 622-1303
National Suicide Hotline:	(800) 273-8255 or 988

Contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	(859) 622-1761
EKU Psychology Clinic:	(859) 622 2356
EKU Counseling Center:	(859) 622-1303
EKU Women's Health Clinic:	(859) 622-1761

REC 210, EQUINE ASSISTED THERAPEUTIC RECREATION
TOPICS AND ASSIGNMENTS

Each student will:

1. Complete a five page report on a disabling condition and the way EAAT could benefit an individual with this condition.
2. Complete one individual lesson plan.
3. Participate in team lesson(s) based on a lesson plan developed by a team member.
4. Complete individual "Equine Evaluation" of three of KFTHC's equines.
5. Participate in EAAT at KFTHC as part of a support team at least 10 hours beyond class time.
6. Develop your own Equine Assisted Activities Program

CLASS POLICIES

1. Each student is expected to come to class prepared. It is expected that required readings will be completed prior to class.
2. Attendance in class and participation during class is expected. Please refer to RCPA attendance requirements.
3. Cell phones will be turned off during class time, during service labs and during service learning attendance.
4. Students are expected to take good notes during lectures.
5. All assignments are to be turned in on time unless prior approval is given by the instructor. Points will be deducted for late turn-ins.
6. Take pride in your work, your appearance and the image you project.

SERVICE LEARNING PROJECT
Service learning means 10 hours of service beyond the scheduled class hours are required. You cannot receive an A grade in the class if you do not complete the 10 hours.

1. **Students will participate in EAAT as part of a support team.** This is a unique experience available to our class. It is expected that at all times the EKU students will act professionally and politely, not only to one another, but, more importantly, to KFTHC's participants and their families. You are representing EKU, EKU's Department of Recreation and Park Administration, KFTHC and yourself. Ask questions and have fun. **If you feel that you have a legitimate conflict with completing this responsibility, speak to the instructor immediately.**

REC 210 RESPONSIBILITIES AND OPPORTUNITIES

ASSIGNMENTS/ACTIVITIES	POINTS POSSIBLE
1. CLASS ATTENDANCE AND PARTICIPATION	13 CLASSES @ 5 POINTS EACH= 65 POINTS
2. KFTHC SERVICE LEARNING PARTICIPATION……………………………..	10 HOURS @ 5 POINTS EACH= 50 POINTS
3. DISABILITIES REPORT………………………	100 POINTS
4. INDIVIDUAL LESSON PLAN………………….	50 POINTS
5. LESSON ROLE PLAY………………………….	50 POINTS
6. INDIVIDUAL EQUINE EVALUATION………..	50 POINTS
7. "MY PROGRAM"……………………………….	50 POINTS
8. REFLECTIONS……………………………..	20 POINTS EACH
9. QUIZZES…………………………………..	20 POINTS EACH
10. MIDTERM EXAM………………………….	+/- 250 POINTS
11. FINAL EXAM………………………………	+/- 250 POINTS
12. EXTRA CREDIT…………………………….	NO MORE THAN 25 POINTS

CLASS SUMMARY REC 210- TEXTS **Special Needs, Special Horses (SNSH), How to Think Like a Horse (HTLH)**
Please Note: This syllabus is subject to change.

EKU= Begley 410   JCRS= Jacks Creek Riding Stables, 292 Jacks Creek Rr.   BB= Blackboard

	DATE	CLASS CONTENT	ASSIGNMENT PRIOR TO CLASS	SITE
1	Tuesday 3/19	History of and Introduction to EAAT Working with Families KFTHC Volunteer Orientation Part 1	REQUIRED READING: SNSH, Forward and Chapters 1,2,3. PPT- Grieving Introduction to EAAT- PPT Horses and Humans- History PPT Volunteer Orientation PPT	BB
2	Thursday 3/21	Volunteer Orientation, part 2	REQUIRED READING: SNSH, Chapters, 7, 8, 9, Glossary pp 207-213, PPT Horse welfare and movement	JCRS
3	Tuesday 3/26	Human Development Sensory Integration	REQUIRED READING: HTTLH Chapter 9 SNNH Chapter 20 PPT Human Growth and Development PPT Sensory Integration Development	BB
4	Thursday 3/28	Equine Evaluation-Temperament Conformation and Gaits Anatomy	REQUIRED READING: HTTLH, Chapters 1 , 2 and Epilog HHTTH, Glossary pp175-177 SNSH Chapter 6 REQUIRED READING: - HTTLH Chapter 4, 6	JCRS
5	4/2	Disabilities Paper Due Professional Opportunities Equine Maintenance and Schooling Precautions and Contra-Indications	REQUIRED READING: HTTLH Chapter 9 REQUIRED READING-SNSH CHAPTER 5,6 SNNH Chapter 20 HHTTH- Chapters 5,7,8,10 PPT- Equine Maintenance	BB
6	Thursday 4/4	Sensitization/Desensitization, Props and Patterns Disabilities Discussion Disabilities Awareness Activities	REQUIRED READING: HHTTLH Chapter 8. Students will bring an item to the stables that could be used in a lesson but with which the horse might be unfamiliar	JCRS
7	Tuesday 4/9	Mid Term Exam		BB
8	Thursday 4/11	Facilities, Tack and Equipment Horsemanship Equestrian Lift Training	SNNH Chapter 13	JCRS
9	Tuesday 4/16	Lesson Planning, Task Analysis What and How to teach Progress Notes Task Analysis	Assignment for Next week- Write a Lesson Plan PPT- Lesson Planning for Multiple Intelligences PPT- Lesson Planning	BB
10	Thursday 4/18	Equine Evaluations Due Horsemanship, Long Lining	REQUIRED READING: SNSH- Part II- Profiles Assignment	JCRS
11	Tuesday 4/23	Equine Maintenance		BB
12	Thursday 4/25	"My Program" due		JCRS
13	4/30-5/2	FINAL EXAM		BB

EASTERN KENTUCKY UNIVERSITY
DEPARTMENT OF PARKS AND RECREATION ADMINISTRATION
SPRING SEMESTER 2024
<u>REC 210 DISABILITIES PAPER</u>

Please ATTACH TO EMAIL Cheryl.martin@eku.edu. Late entries will be penalized.

You have been assigned a specific topic. You are to submit a 5 page paper which includes:

- A description of the disorder or condition including possible causes, if any.
- Symptoms or characteristics.
- Descriptions of interventions or treatments.
- Precautions or contra-indications.
- A description of how and why Equine Assisted Activities and Therapies might prove beneficial to an individual with this disorder or condition.
- A description of what kind of adaptations an instructor might need to make to facilitate an EAAT lesson for an individual with this disorder or condition.
- A minimum of four sources must be cited.
- This paper will be graded for spelling, grammar, punctuation, language, professionalism, and appearance and must be completed using the latest APA Guidelines.
- All papers must be double-spaced and use either Calibri or Times New Roman 12 font.
- <u>A cover page is required but does not count as one of the five pages of text.</u>
- Late submissions will lose one grade letter.
- There are no exceptions to these policies.

<div align="center">EQUINE EVALUATION (Due Date 4/28)</div>

Each individual student is required to complete an "Equine Evaluation". This evaluation will be completed using the handout materials given to you by the instructor and using experiences at the riding center.

The premise of the evaluation is that the individual may choose any three of KFTHC's horses for his or her own program. This means that first, the individual must design a program stating:

- the mission of the program,
- the demographics of the service population,
- staffing needs,
- funding needs and
- any other pertinent information.

You may choose any three of KFTHC's horses and ponies, but you must provide supporting reasons for this decision.

The evaluation is due when it is completed, but no later than before the final exam.

More information will be provided.

GUIDELINES FOR AUTHORS

In the interest of clarity and consistency, PATH's Health and Education Committee has adopted the following suggested glossary to describe the activities and participation within PATH, Intl. Using this terminology accurately in the context of your presentation will greatly assist PATH's Health and Education Committee in evaluating your work. Please review these terms and use them when describing equine-assisted activities and programs.

EQUINE ASSISTED ACTIVITIES (EAA)- An umbrella term inclusive of all of the various offerings of PATH centers and all of the equine activities and therapies designed for people with disabilities or diverse needs. This term is accurately used when making global statements about PATH center activities involving participants.

THERAPEUTIC HORSEMANSHIP- Equine activities organized and taught by knowledgeable and skilled instructors to people with disabilities or diverse needs. Students progress in equestrian skills while improving their cognitive, emotional, social, and behavioral skills.

THERAPEUTIC RIDING (TR)- Mounted activities including traditional riding disciplines or adaptive riding activities conducted by a PATH riding instructor.

INTERACTIVE VAULTING- Horsemanship activities, movements around, on and off the horse or barrel, and gymnastic positions on the back of a horse at the walk, trot, or canter. Interactive vaulting offers educational, social, creative, and movement activities for a varied population.

THERAPEUTIC DRIVING- Activities related to carriage Driving. Following PATH Standards for driving conducted by a PATH certified instructor. May be considered equine-assisted therapy if driving activities are incorporated by a therapist into a treatment plan. May also be done in competition.

EQUINE ASSISTED EXPERIENTIAL LEARNING (EFEL)- Includes activities incorporating the experience of equine/human interaction in an environment of learning or self-discovery. EFEL promotes personal exploration of feelings and behaviors in an educational format. It is conducted by a PATH certified instructor, an educator, or therapist. Goals may be related to self-improvement, social interaction and/or education.

COMPETITION- Individual or team sports at the local, regional, national, or international level. Integrated or specialized competition that can be breed or activity-based.

VOCATIONAL REHABILITATION- Equine related activities that may include work hardening, work re-entry or vocational exploration. Participants are young adults or adults. May be considered equine-assisted therapy if integrated by the therapist into a treatment plan.

PATH INTL. CENTER- This is a center that has established membership with PATH and agrees to comply with the PATH Standards.

PATH INTL. PREMIER ACCREDITED CENTER- A center member that has been successfully evaluated to be in compliance with PATH Standards.

PATH CERTIFIED INSTRUCTOR- An instructor of therapeutic horsemanship who is certified by PATH, Intl. at the Registered, Advanced or Master level or who holds an approved adjunct certification. Certification is also available for PATH instructor in interactive vaulting and carriage driving.

EDUCATOR- An educator/teacher licensed or sanctioned by the state, school district, department of education or equivalent designation.

HORSE HANDLER, HORSE EXPERT, EQUINE PROFESSIONAL, HORSE LEADER, EQUINE SPECIALIST- Terms which may be used to indicate the person handling the equine during a session and/or training and conditioning the equine for participation in equine assisted activities. Usage may vary by discipline. The HPOT session where a horse is long lined might have a horse handler, whereas, the person leading the horse in a therapeutic riding session may be the horse leader.

EQUINE- A general description inclusive or horses, ponies, mules, donkeys or miniatures. Of special note: the equine is not inanimate, therefore *we refrain from phrases such as 'using the horse' or 'a pony is used'.* We might 'use' the movement of the horse or we may 'use' examples of equine behaviors, we do not 'use' the animal. Consider phrases such as work with the horse, the horse assisting the therapist, or the pony facilitating the therapy.

PARTICIPANT- A general description of the persons who take part in equine assisted activities at a PATH center for their benefit such as riders, vaulters or patients. There will be varied usage depending on the discipline. For instance, in a therapy setting, it is appropriate to use patient or client; in a school setting, one may use the term student.
Use of terminology related to persons with disabilities will follow the common usage by the World Health Organization (WHO) that is 'people first, disability or diagnosis second'. Preferred statement; 'rider with cerebral palsy'. Incorrect: 'CP rider'.

HIPPOTHERAPY- Hippotherapy is a physical, occupational or speech therapy treatment strategy which utilizes equine movement. This strategy is used as part of an integrated treatment program to achieve functional outcomes. (www.americanhippotherapyassociation.org) .

TANDEM HIPPOTHERAPY (T-HPOT)- A treatment strategy in which the patient undergoes handling by the therapist or skilled designee who is mounted on the horse behind the patient.

EQUINE ASSISTED THERAPY (EAT)- Treatment that incorporates equine activities and/or the equine environment. Rehabilitative goals are related to the patient's needs and the medical professional's standards of practice.

PATH, INTL. REGISTERED THERAPIST- A licensed therapist or therapist assistant (PT, OT, SLP, COTA, PTA) who has registered with PATH upon completion of the AHA, Inc. approved Hippotherapy coursework and the requisite number of hours of practice in Hippotherapy.

HIPPOTHERAPY CLINICAL SPECIALIST (HPCS)- An experienced, licensed therapist (PT, OT, SLP) who has demonstrated an advanced level of knowledge in Hippotherapy by successfully completing a national board written exam.

EQUINE FACILITATED MENTAL HEALTH (EFMH)- Inclusive of equine assisted activities and therapaies with a focus on mental health issues.

EQUINE FACILITATED PSYCHOTHERAPY (EFP)- Experiential psychotherapy that includes equine(s). It may include, but is not limited to, a number of mutually respectful equine activities such as handling, grooming, lunging, riding, driving and vaulting. EFP is facilitated by a licensed/credentialed mental health professional working with an appropriately credentialed equine professional.

MENTAL HEALTH PROFESSIONAL- A licensed and/or credentialed medical professional who specializes in the treatment of individuals with psychiatric, psychological, emotional or behavioral diagnoses.

THERAPEUTIC- An activity is therapeutic if a participant derives benefit, shows improvement, or feels better when engaged. An activity can be therapeutic without being considered as a therapy. In general, EAAs may be described as therapeutic, but they are not therapy or are not considered treatment without fulfilling specific requirements. (see **THERAPY,** defined below).

THERAPY- Claims of providing therapy or treatment, or billing for services with a third party may be done only by a licensed/credentialed professional such as a PT, OT, SLP, psychologist, social worker, or MD, among others. Laws differ by state. If non-licensed/credentialed personnel claim to be doing therapy or providing treatment, this is often considered fraudulent.

TREATMENT- Services in which therapy is provided. It is generally thought of as a medical model. (See **THERAPY)**

TERMS TO AVOID….

HIPPOTHERAPIST, EQUINE THERAPIST, EQUINE ASSISTED PSYCHOTHERAPIST- These terms, and other similar terms, are NEVER to be used, as there are no such professions, professional education, or licensing in North America. An appropriate description would be the therapist first (recognized profession) with the equine-assisted therapy following (i.e., PT using HPOT, Clinical psychologist doing EFP)

MODALITY- Within Hippotherapy, the use of the *movement of the horse* is defined as a tool rather than a modality. Legally, Hippotherapy or the use of the movement of the horse is not a modality, and the term modality should not be used. Additionally, the equine is the tool; *the movement and/or the behavior of* the horse is the therapeutic tool. (See **EQUINE)**

CLASSIC OR CLASSICAL HIPPOTHERAPY- These terms were used at one time by the American Hipptherapy Association (AHA) to differentiate different types of hippotherapy practiced. It is no longer necessary to make this distinction and the term **Hippotherapy** is inclusive of all variations as long as the discipline fits the definition as outlined by the AHA, Inc. (see **HIPPOTHERAPY).**

USING THE HORSE/ THE HORSE IS USED- The equine is a sentient being and participates in EAA by facilitating or assisting in the provision of services. Humane treatment during PATH activities is quintessential, including respectful verbiage in discussing the equine's participation.

Eastern Kentucky University
College of Education and Applied Human Sciences
Department of Teaching, Learning, and Educational Leadership
SED 856 Graduate Methods and Materials, CRN: 12131
3 Credit Hours, e-Campus
Fall B 2023

Course Information

Days and Time: Modules open at 8 am on Sundays.
Location: 100% Asynchronous Online

Instructor:

Email: Jiyeon.Park@eku.edu
Office Phone: (859) 622-1171
Office Location: Combs #414
Office Hours: 9am - 3 pm (Mondays)

Catalog Course Description:

Curriculum for exceptional individuals: instructional principles and methodology; development, implementation and evaluation of validated educational programs and materials. This course will address teaching strategies using the Program of Studies to make appropriate adaptations and accommodations for diverse learners.

Required Text(s) and Course Materials:

- Vaughn, S. & Bos, C. S. (2020). Strategies for Teaching Students with Learning and Behavior Problems. Tenth Edition. Boston, MA: Pearson. ISBN: 978-0-13-479201-9
- Blackboard resources.

Student Learning Outcomes: Students will:

Upon completion of this class, students will be able to:

1. Analyze formative and summative data and IEP data to develop individualized and group instructional objectives and learning activities with clear prerequisite skills, student-centered learning outcomes. CAEP 1; InTASC 1a-1b, 1d-f; 2a-c, 2l-o, 6a-d,7d, CEC 1.2, CEC, CEC 3.1, 3.2, 3.3, 3.4
2. Design a plan for integration of research-based strategies and technology to support the learning of students with disabilities, including IEP development (specially designed instruction and supplementary aids and services) based on learner characteristics. CAEP 1; InTASC 2l-o, 4k-m, 7a-c, ISTE 1-4, CEC 6.1, 6.2, 6.3
3. Collaborate with parents, colleagues, and others to assess learning and support needs and develop IEPs and provide supports for learners with diverse sensory, language, socioeconomic, cultural, learning, cognitive, physical, and behavioral needs. CAEP 1; inTASC 1c, 2a-g, 3a-c, 3k, ISTE 3-4, CEC 1.1, 7.1, 7.2, 7.3
4. Model Universal Design for Learning principles in the teaching cycle (assess-diagnose-prescribe cycle) to increase inclusion of students with disabilities in general education classrooms. CAEP 1; InTASC, 3i, j, l. m; 5s,6m-p, 7n-q, ISTE 2, CEC 4.2, 4.3

Course Expectations:

Students are expected to be active, professional participants in all online activities for this course. All coursework will happen through EKU's Blackboard. It is expected that you will check Blackboard several times a week, and check emails and course announcements several times a week. At all times, you are expected to use appropriate, professional, people-first language.

Note: The course syllabus and calendar are working documents and may change as the course progresses. Changes will be announced in the course site's Announcements area. It is your responsibility to check the announcements several times a week to ensure you know the latest information about the course.

As a learner in higher education, you are expected to:

1. Read the syllabus and course calendar thoroughly, and use it as your guide for the course. Check it before asking questions.
2. Submit all assignments on time. All assignment due dates are found in the Course Calendar.
3. Be attentive to deadlines. Due dates are set for each assignment and can be found in the course calendar. Due dates are firm, and late assignments will be scored at 90% or 50% of the grade earned unless prior arrangements are made. 10% of the points will be deducted for the late assignment submitted within one week of the posted due date. 50% of the points will be deducted from late assignments submitted within two weeks of the due date. Assignment submissions will NOT be accepted more than two weeks later than the due date.
4. Schedule enough time to complete all assignments on time and with a commitment to professionalism and academic rigor. This class moves at a fast pace. This course is offered in an 8-week format during the spring. All asynchronous online courses demand extraordinary self-motivation and effective time management. So, I encourage each of you to reserve a minimum of 12 to 16 hours each week for reading activities and assessments.
5. Be familiar with Blackboard submission procedures. All assignments are submitted in Blackboard. It is your responsibility to check that your assignment submission went into the system correctly. Be sure to check the submission window before logging out. Assignments will not be graded through email/mail, etc.
6. Be actively engaged in the course material. Participation in online discussions and other assignments is imperative for success. All learners are expected to participate in all online class activities through Blackboard.
7. Use the *American Psychological Association Manual, 7th edition* writing format for all written assignments. To learn APA format, I encourage you to use two primary documents: APA Publication Manual, 7th Edition, and Concise Rules of APA Style. Both can be found on the APA website, which is also a good general resource. If you do not own the APA Style manual, there are numerous helpful online sources available. Here are a few:
    a. Online Writing Lab at Purdue
    b. EKU Library
    c. Style Wizard
8. All documents submitted in this class must be a Word doc or pdf unless otherwise directed by the instructor.
9. Interact in a professional collegial manner with classmates and instructor. Communicating effectively and respectfully is key to a safe learning community. I encourage all students to express their thoughts in an honest and respectful manner, listening and respecting others' viewpoints while using critical thinking and writing skills to develop an understanding of the issues.
10. Participate professionally in the course. Professional participation is defined as: evidence of preparation for class discussions and activities when applicable; respectful behavior and positive regard for colleagues and instructor; assignments and activities completed as instructed and turned in by the due date; and other behaviors reflective of professional behavior.

11. <u>Exhibit academic honesty</u>. Learners are expected to follow the policies of Eastern Kentucky University. The EKU Academic Integrity Policy clearly sets out expectations for students. I expect each student to adhere to this policy. You will need to cite references in APA format in all assignments, including online discussions when applicable. Plagiarized work will not be accepted under any circumstances.
12. <u>Adopt the three (3) principles</u> used in all courses throughout the Special Education (SEK) program:
    a. The people-first language will be used.
    b. Families are not blamed for their children's disabilities.
    c. Children with disabilities are more *like* their peers than, *unlike* their peers.

Evaluation Methods:

You will find a rubric for each assignment posted along with the assignment described in the Modules section of the course. Your final grade will be based on a cumulative percentage of all the assignments and projects. The percentages and final grade categories are detailed below:

- Introduction video & reply to peers (10 points)
- Weekly Quizzes (SLO 1-4), (7 quizzes @ 10 points each), 70 points
- Weekly Discussions (SLO 1-4), (8 modules @ 20 points each), 160 points
- HLP Padlet posts (SLO 1-4), (7 modules @ 10 points each), 70 points
- Article Reflection Assignment, 30 points
- Lesson Plan, 160 points

<u>Weekly Quizzes (7 quizzes @ 10 points = 70 points)</u>

Read the textbook weekly and complete 20 multiple-choice quizzes. See the course calendar for the assigned textbook for each week.

<u>Weekly Discussion (8 modules @ 20 points = 160 points)</u>

After reviewing the course materials (textbook, online resources, instructor's resources, articles, etc.), respond to the weekly prompts. You should make three substantive posts including one initial post and two replies to classmates.

<u>HLP Padlet posts (7 modules @ 10 points = 70 points)</u>

In this class, we will work heavily with CEEDAR/CEC high-leverage practices. You will review HLPs weekly and discuss them on the Padlet.

<u>HLP Reflection Paper (30 points)</u>

Each week, you used the Padlet assignments to self-assess professional strengths, evaluate learning strategies, and identify areas where you might want to expand your knowledge. In this final module, you will review comments from the instructor and peers and share a self-evaluation based on your responses to the weekly Padlet prompts. Write a summary and reflective statements. The format should follow APA 7th guidelines (1" margins on all sides, 12 pt, Times New Roman or equivalent, double-spaced).

<u>Lesson Plan (160 points)</u>

You will develop a comprehensive lesson plan throughout the course. Make sure to use the template given in BB.

Grading Scale:

Achievement/ Performance	Grade
93% and above of points possible	A
85% to 92.9 of possible points	B
76% to 84.9% of possible points	C
70% to 75.9% of possible points	D
Less than 70% equals failure	F or FN (FN is for non-attendance)

Student Progress:
- All grades will be posted on Blackboard; you are responsible for monitoring your own progress.
- Grades/feedback will be provided within one week (7 days) after the assignment's due date.
- Questions about grades will be considered within 10 days of the grade posting (exception: no assignment grades will be revised after the start of the exam window).
- Send all grade questions through your EKU email, not your personal email.
- It is your responsibility to check your point total throughout the term and notify the instructor if you see a problem with the points posted.
- There will be no change to final grades after posting at the end of the term.

Attendance Policy:
While we do not meet in the traditional sense, your attendance/participation in this online class cannot be stressed enough! We are a class of learners even if we are not sitting in the same room. You are expected to participate fully in all collaborative activities, including discussions, collaborative timelines, and class wiki.

Be advised that instructors have the right to drop students from any course due to non-participation. For more information, see the university's First Day Attendance Policy.

Deadlines: Add/drop and refund policies
Accessibility Accommodation Statement
Academic Integrity Statement
Discrimination and Harassment, Title IX, and Prevention Statement
Mental/Physical Wellness Resources

Official Email:
An official EKU email has been established for each registered student, faculty, and staff member. All University communications shall be sent via the student's EKU email address. Students are expected to check their official EKU email on a daily basis.

Course Outline:
- Course overview
- Approaches to Teaching and Learning
- Multi-tiered Systems of Support and Universal Design for Learning
- Collaboration and Co-teaching
- Social-Emotional Learning and Trauma-Informed Teaching

- Instructional Strategies for Reading and Oral Language
- Instructional Strategies for Writing and Spelling
- Instructional Strategies for Math
- Course Wrap-up

Contacting the Instructor – Email:
Emails and phone messages will be answered Monday through Friday 9:00am-5:00pm. I will check emails and phone messages daily. Do not expect emails and phone calls to be answered during evenings, nights, or weekends. Likewise, I will not expect a response from you during those times. I will return your email within 24 hours unless I notify you in advance that I will be unable to respond for a specific period. Email expectations: In an attempt to provide a framework for professional communication, I ask that your emails contain the following:
1. Subject Line: SED 856; additional information if desired
2. Use correct punctuation and grammar.
3. Please send emails from your EKU accounts.
4. Close with your full name
5. For more information on appropriate email protocol, go to:
   http://writingcenter.unc.edu/handouts/effective-e-mail-communication/

Policy on Late Assignments:
Assignments should be typed using Microsoft Word/Google Docs and uploaded as a PDF/doc, unless otherwise specified by the instructor. All assignments are due on dates listed in the course calendar via uploading them to the designated place on Blackboard unless otherwise specified by the instructor.

- 10% of the points will be deducted for student work submitted within one week of the posted due date.
- 50% of the points will be deducted from late assignments submitted within two weeks of the due date.
  Assignment submissions will NOT be accepted more than two weeks later than the due date.

* Be certain your assignment is uploaded correctly. If you are a mac user, make certain your document is in word or pdf. The instructor reserves the right to re-open assignments when not uploaded correctly, Late assignments may be accepted with documentation and approval. A score of zero (0) points will be given for the assignments in question.

Technology:
To successfully complete this course, you will need access to a reliable computer with a high-speed Internet connection. You should also have a working knowledge of Blackboard (e.g., submit assignments, participate in discussions, and edit a wiki), be able to create videos, and be able to troubleshoot basic computer and Internet issues. For example, some of the websites we use periodically move documents around, causing broken link issues. When this happens, a simple Google search can often help you locate the relevant document. In addition, you may be asked to explore a web-based program that is unfamiliar to you. You can usually find how-to guidance from the program's help menus or by conducting a Google search on what you are trying to do.

The Blackboard company recommends the Mozilla Firefox or Google Chrome web browser when working in Blackboard.

You will also need a recent version of Microsoft Word and a PDF reader. If you do not have Microsoft Word, you can get Microsoft Office 365 Pro Plus for free as an EKU student. If you do not have a PDF reader, install the free Adobe Acrobat Reader.

EKU's Information Technology help desk is available to help you with technical issues. The help desk telephone number is 859-622-3000.

Modifications to the Syllabus:

The professor reserves the right to edit assignments due to unforeseen circumstances that might occur during the term. Changes will always be announced in advance through Blackboard communications.

Written Assignments Guidelines:

Each assignment must be typed using Microsoft Word, "Times New Roman" style, (double-spaced, in size 12 font, with standard margins, and proofed for editing errors). Points will be deducted if these guidelines are not followed, and deductions will be in addition to other errors made in work/based on the number of errors found. Professional ethics require professionals to give credit to the originator of ideas (using in-text citations and references). This is required in all work in this course unless the format (ie. Facebook, Twitter, etc) requires us to credit authors in a different way. The instructor will give alternate guidelines when alternate formats are used. When in doubt, cite using APA style.

Points will be deducted for errors in grammar and APA style. If you do not own the APA Style manual, there are numerous helpful online sources available.

Here are a few:

- Purdue's Online Writing Lab (http://owl.english.purdue.edu/owl/resource/560/01/)
- EKU's library (http://library.eku.edu/)
- Style Wizard (http://www.stylewizard.com): This site will take you step-by-step through the process of creating a reference in APA style.

An easy-to-use online resource is Big Dog's Grammar: A Bare Bones Guide to English (http://www.aliscot.com/bigdog/)

Eastern Kentucky University
Department of Applied Human Sciences
SHO 460 Universal Sustainable Design
CRN 22957
3 Credit Hours
Spring A 2024

Instructor: Dr. Daegeun (Dan) Kim
Phone: (859) 622-1162
Email: daegeun.kim@eku.edu
Office: Burrier 202-B4
Student Hours: MW 10:00-12:00, T&Th 11:00-12:30 & 2:00-3:30 or by appointment

Catalog Course Description: **3(A).** An exploration of universal design and sustainable practices utilized in hospitality and tourism industries to support inclusivity and social justice.

Required Text:
Steinfeld, E. & Maisel, J. (2012). *Universal Design: Creating Inclusive Environments, 1ˢᵗ Eds.* Wiley. ISBN: 978-0-470-39913-2

Student Learning Outcomes:
At the end of this course, students will be able to...
1. Effectively communicate the importance of universal design in the hospitality and tourism industry.
2. Examine the role of universal design in a variety of settings.
3. Describe how universal design supports inclusivity and social justice in a variety of hospitality and tourism settings.
4. Design a hospitality or tourism venue with accommodations for all consumer demands and needs.
5. Document sustainable practices in universal design.
6. Analyze universal design implemented in a variety of venues and sectors of hospitality and tourism.
7. Demonstrate use and application of the 8 Goals of Universal Design.

Student Learning Outcome	Assessment
Effectively communicate the importance of universal design in the hospitality and tourism industry.	Module 1, 3, 5 presentations, discussions, quizzes, and final Presentation
Examine the role of universal design in a variety of hospitality and tourism settings.	Module 1, 2, 3, 4, 5, 6, 7 presentations, discussions, quizzes
Describe how universal design increases inclusivity and social justice in a variety of settings.	Module 2, 5, 6, 7 presentations, discussions, quizzes, and final Presentation

Design a hospitality or tourism venue with accommodations for all consumer demands and needs.	Module 2 presentations, discussions, quizzes, and final Presentation
Document sustainable practices in universal design.	Module 3 presentations, discussions, quizzes, and presentation part 1
Analyze universal design implemented in a variety of venues and sectors of hospitality and tourism.	Module 4, 6, 7 presentations, discussions, quizzes, and presentation part 2
Demonstrate use and application of the 8 Goals of Universal Design.	Final presentation

UNIVERSITY REQUIREMENTS

FINANCIAL AID:
Federal Financial Aid must be earned by attending and successfully completing coursework. Students should be aware that withdrawing from the University or ceasing to attend classes can result in the following:
- A balance owed to EKU for the Federal Financial Aid received for that term that was not earned
- Loss of future financial aid eligibility

DROP and WITHDRAW DATES:
Students should refer to https://colonelscompass.eku.edu/deadlines-adddrop-refunds for specific dates related to withdraws, fees and refunds.
- Term Start Date: 01/16/24
- Term End Date: 03/09/24
- Last day to ADD or DROP a class. Last day for 100% refund. Last day to change from P/F or Audit to GRADE: 01/19/24
- Mid-Term Date: 02/12/24
- Last Day to WITHDRAW from class without a fee: 02/16/24
- Last Day to WITHDRAW from class. Withdrawal fee applies: 02/25/24
- Last day for 75% refund: 01/23/24
- Last day for 50% refund: 01/26/24
- Last day for 25% refund: 01/29/24
- Last day to change from grade to AUDIT or P/F: 1/26/24

EKU POLICIES:
Please see https://academicaffairs.eku.edu/syllabi for EKU's current statements regarding
- Accessibility Accommodation
- Academic Integrity
- Discrimination and Harassment
- Student Rights under Title IX

Mental/Physical Wellness Resources
Eastern Kentucky University is committed to the wellbeing of all students.

Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for <u>after-hours assistance</u> contact:

EKU Counseling Center After Hours Urgent support line:	(859) 622-1303
National Suicide Hotline:	(800) 273-8255 or dial 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	(859) 622-1761
EKU Psychology Clinic:	(859) 622 2356
EKU Counseling Center:	(859) 622-1303
EKU Women's Health Clinic:	(859) 622-1761

EKU SYLLABUS STATEMENTS
The most up-to-date syllabus statements can be found on <u>EKU's Syllabus Statements page</u>. This syllabus was created in compliance with these policies and EKU's syllabi policy. Please review the following:
- Accessibility Accommodation Statement
- Academic Integrity
- Non-Discrimination and Harassment, Title IX, and Prevention Statement

OFFICIAL E-MAIL:
An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

INCLEMENT WEATHER PLAN:
See adjusted schedules at the following link: https://www.eku.edu/weather.html

NOEL STUDIO:
EKU's Noel Studio for Academic Creativity is a free resource offering writing, communication, and research support for undergraduate and graduate students from any major or class. At the Noel Studio, trained consultants can help you with essays, presentations, research posters, visual aids, multimodal products, and more through peer-to-peer meetings called consultations, which are available both in-person (on the EKU Richmond campus) and online (via Zoom). Students can ask for help at any stage of the communication process—from brainstorming to final revision, and every point in between! You can learn more about consultations at https://studio.eku.edu/about-consultations; schedule your own consultations by following the directions at https://studio.eku.edu/schedule-appointment. Have questions or need help scheduling? Stop by the Noel Studio (located in the Crabbe Main Library), call the Noel Studio at (859) 622-7330, or use the chat box at studio.eku.edu!

STUDENT SUCCESS CENTER:
The Student Success Center provides free assistance for all EKU students. Students can request tutoring in more than 150 subjects, as well as other services including mentoring, workshops, advising, study space, computer use, and to ask questions related to your college experience. The EKU Gurus are trained tutors and mentors in the Student Success Center. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, test preparation, stress management, and more. Drop-in assistance is available at our Library location on the ground floor. We also have Gurus available in Whitlock 347 and for drop-in questions in the Keen Johnson IT location. Online assistance is available by request or drop in on our Discord server: https://discord.gg/gtxKrnk. For more information, visit our website at www.successcenter.eku.edu or email successcenter@eku.edu.

DEPARTMENT REQUIREMENTS

STUDENT BEHAVIOR:
Student behavior in the online environment will be consistent with a safe and respectful learning environment for all attendees.

INSTRUCTOR REQUIREMENTS

COURSE REQUIREMENTS:
Technological Requirements:

Blackboard (BB) is the learning management system we will be using. You can login to Blackboard here by using your EKU username and password. There you will find essential course materials (including this syllabus), a location to submit your assignments, engage in virtual discussion, and a gradebook to guide you throughout the semester.

In order to participate in this course, you must have the following:

1. **A working computer system** with the latest version of Firefox. Blackboard will work with other browsers, but EKU's IT only recommends (and supports) Firefox. You must have a built in microphone or use another device to record audio for assignments.
2. **Access to a reliable moderate-to-high speed Internet connection** for viewing the videos and films.
3. **Access to Microsoft Word**. EKU provides Microsoft 360 Plus for students. If you haven't accessed your version of the software, you can find instructions on how to install the applications free on the EKU IT site using this link: Microsoft 360 Plus for EKU Students
4. **Access to your EKU Google Drive.** You will be using Google Docs to collaborate in this course, and will need access to your EKU Google Account. Just go to gdrive.eku.edu, and sign in with your EKU email and password.
5. **A PDF viewer.** We recommend Adobe Reader. If you don't have the Adobe Reader application, click here for access to a free download.
6. **Basic computer skills,** including word processing, emailing, navigating Blackboard and the EKU library website, and viewing videos.

If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the EKU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or **support@eku.edu** to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work.

EVALUATION METHODS:

Discussion Board Participation
All Discussion Boards will open on Monday of the week that the module is assigned. Initial Posts for the Discussion Board are required by the following Wednesday. You will be responsible for responding to your classmate's posts by the close of the Discussion Board on Sunday at 11:59pm. In other words, you will post to the Discussion Board between Monday and Wednesday of the module week and will respond between Thursday and Sunday of that week.

Criteria	Competent	Developing	Beginning
Clarity and Accuracy	Student clearly and accurately addresses the content of the discussion board topic. (3-4 points)	Student somewhat addresses the content of the discussion board topic. (2 points)	Student does not clearly address the content of the discussion board topic. (0-1 point)
Terminology and	Student uses	Student uses some	Student does not use

Grammar	appropriate hospitality and tourism terminology. Response is clearly written using appropriate syntax and grammar. (3-4 points)	hospitality and tourism terminology but not consistently throughout. Response has a few errors in syntax and grammar. (2 points)	appropriate hospitality and tourism terminology. Multiple errors in syntax and grammar. (0-1 point)
Response	Student responds appropriate and respectfully to peers within the required time. Response is related to content and is thoughtful. (2 points)	Student responds to peers on time, but the responses are vague and lack depth of understanding. (1 point)	Student does not respond to peers on time and/or provide respectful, appropriate responses. (0 point)

Universal Design Presentation

Purpose: The purpose of this presentation is to utilize the 8 Goals of Universal Design that you have learned on a hospitality or tourism destination or location of your choosing. Using the 8 goals, you will evaluate and provide recommendations for the location to create an inclusive design.

Task:
Students will create a presentation and make it available for peers to review and provide feedback. Each part should be revised based on feedback before the final presentation.

Part 1:
Students will select a hospitality or tourism destination or location. After identifying the destination or location, students should describe the demographics and identify current sustainable practices.

Part 2:
Students will provide an overview of public accommodations, public transportation, and overall design of the destination or location. Students will analyze these areas using the 8 Goals of Universal Design in module 3.

Presentation:
Students will submit their final presentation with the above elements. In addition, students should include recommendations for improving universal sustainable design and the importance of universal sustainable design to the demographics of the destination or location. All feedback given for each part of the presentation should be included in the final presentation. Students should also include photos of the destination or location, ensuring confidentiality.

Module Quizzes

A 10-point quiz will open for each module at a specified time. All module quizzes will open on Monday of the week it is assigned and will close at 11:59pm on Sunday the same week. This quiz will cover the content of the module and is designed to be taken after all other learning activities have been completed. It is the summative or final evaluation for the module.

Assignment	Points	Total Points
Discussion Boards	7 * 10 points each	70
Quizzes	7 * 10 points each	70
Presentation Part 1	25 points	25
Presentation Part 2	25 points	25
Final Presentation	100 points	100
	Total	**290**

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	< 60%

LATE WORK:
All assignments must be submitted via Blackboard by the due date and time. All work is required to be submitted on time; however, **<u>one assignment may be submitted late</u>**. Your late assignment grade will be reduced by one letter grade each day it is late up to three days after which a zero is allocated. If you submit an assignment that is late, that will be graded as your one late assignment. There is a late assignment submission link on Blackboard for such instances. There are no make-up exams or discussion forums.

FIRST DAY OF ATTENDANCE - DISENROLLMENT ("USE IT OR LOSE IT")
In accordance with the university policy of "Use It or Lose It," any student who has <u>not completed all of the Module 1 Assignments by</u> **Sunday, at 11:59pm** or <u>has not notified the instructor of his/her intent to be in the class, will be dropped from the class.</u>

CLASS MEETINGS & TIME COMMITMENT
<u>There will be NO formal class sessions during the semester.</u> During the semester, a Discussion Board called **Water Cooler** will be available 24/7. You may also set up face-to-face or phone appointments, with the instructor. Students should expect to devote at least nine hours each week to successfully accomplish the course requirements.

STUDENT PROGRESS, FEEDBACK, AND RESPONSE TIME:
Grades for assignment, discussion boards, and quizzes will be available under "My Grades" on Blackboard, updated no more than one week after assignments are due. Please check your grades constantly and contact your instructor/facilitator if there are any mistakes. Contact your instructor via email for questions concerning grades. The instructor will respond to emails within 48 hours. Post general class questions in the **Water Cooler** for peer and instructor response.

COURSE OUTLINE:

Week	Learning Targets	Readings	Assignments
1	Definition of Universal Design • Examine the definition and the origin of universal design. (SLO 2) • Identify different types of barriers and discuss how it affects our daily lives. (SLO 1)	Read Chapters 1 and 2 Supporting Materials: Universal Design as a Significant Component for Sustainable Life and Social Development How Universal Design can deliver sustainable outcomes Beyond accessibility to Universal Design Supporting Videos: The 7 Principles of Universal Design - Ed Roberts Campus	• Discussion Board • Quiz 1
2	Demography in Design • Explore different types of demography data and their impact on universal design. (SLO 2, SLO 3) • Analyze and discuss how different target populations can benefit from universal design. (SLO 4)	Read Chapter 3 Supporting Materials: 2010 ADA Standards for Accessible Design Laws, Regulations and Standards	• Discussion Board • Quiz 2

3	Universal Design Sustainability	Read Chapter 4	• Discussion Board
	• Evaluate different types of sustainable methods for universal design. (SLO 1)	Supporting Materials:	• Quiz 3
	• An overview of 8 Goals of Universal Design and its origin. (SLO 2, SLO 5)	Transforming Our World	• Presentation Part 1
		How Can Tourism Become More Accessible, Inclusive and Sustainable	
		Sustainable Design	
4	Universal Design in the Hospitality and Tourism Industry	Read Chapters 9, 10, and 11	• Discussion Board
	• An overview of the current situation of universal design in the hospitality and tourism industry. (SLO 2)	Supporting Materials:	• Quiz 4
		Top 10 accessible design oversights: Hotels	
	• Explore different types of universal designs that can be implemented in different venues and sectors of the hospitality tourism industry. (SLO 6)	Rare hotel featuring inclusive design opens in Amherst	
		Adapting national parks for wheelchair hiking	
		Inclusive tourism: Why hotels, restaurants, parks & more should care	
		ADA Checklist for New Lodging Facilities	
		ADA Checklist for Hotels and Motels	

		Keio Plaza Hotel Tokyo Universal Design (Accessible) Room	
5	Public Accommodations • Examine the difference between accessibility and universal design. (SLO 2, SLO 3) • Analyze and discuss strategies to promote universal design and its effectiveness. (SLO 1, SLO 3)	Read Chapter 8 Supporting Materials: Code Taxonomy by the National Council of Governments on Building Codes and Structures Global Universal Design Commission Japan Tourism Agency: Creating a disability-accessible restaurant guide	• Discussion Board • Quiz 5
6	Public Transportation and Universal Design • An overview of how universal design is implemented in the transportation system. (SLO 2, SLO 3) • Identify different types of transportation that universal design is implemented in the hospitality and tourism industry. (SLO 6)	Read Chapter 13 Supporting Materials: Transit Universal Design Guidelines: Principles and Best Practices for Implementing Universal Design in Transit Universal Design Elements Designing More Inclusive, Accessible Transit Systems for All Japan Airlines (JAL) Universal Design Accessible Japan: Transportation	• Discussion Board • Quiz 6 • Presentation Part 2

7	Universal Design for Humans and Health • Explore how human performance and health and wellness affect universal design. (SLO 2) • An overview of four key bodies of knowledge in human performance. (SLO 3, SLO 6) • Discuss how human performance can be implemented in universal design in the hospitality and tourism industry. (SLO 1)	Read Chapters 5 and 6 Supporting Materials: Inside the First Universal Design-Certified Facility Inclusive play - Livvi's Place Camp Manyung and universal design	• Discussion Board • Quiz 7
8	Final Presentation • Analyze universal sustainable design of a destination or location using the 8 Goals of Universal Design. (SLO 1, SLO 3, SLO 4, SLO 7) (Final presentation)		• Final Presentation

SOC 131 - Introductory Sociology Eastern Kentucky University College of Letters, Arts and Social Sciences Dept of Languages & Cultural Studies, Anthropology & Sociology Fall 2023 - Three Credits Tuesdays & Thursdays CRN 11477 - 11:00-12:15 – Grise Room, 1st Floor, Combs Bld Dr. X/ Keith Bldg / / 622-xxxx Office Hours: TR, 8:30-9:15, Wed, 2:30-3:00pm Also Student Hours (i.e., appointments) on Zoom/Blackboard link	Welcome to my class!

Course Catalogue Description: SOC 131 Introductory Sociology. (3) I, II. Basic principles and concepts of sociology, including culture, socialization, social structure, groups, social processes, and social change. Gen. Ed. VB, VC, or VII (SBS). [SB].

Course Requirements
- Read all chapters and other required material
- Accomplish course work on time (quizzes, assignments, exams, extra credit)
- Follow the university code of conduct

Required Text: *Introduction to Sociology*. 3rd Edition. OpenStax College. University provides students textbooks for free. You can also find a free PDF of this online through a Google search!	

Other Required Materials: On Blackboard under *Documents* you will find:
- This syllabus
- "Terms to Guide You Through the Chapters, Classes, and Exams"
- Material on how to study for exams
- A document with tips getting started at college
- Link to the EKU Sociology home page and a short video on our program

On Blackboard under *Module*s you will find:
- Additional readings and videos
- Chapter quizzes
- Supplementary material
- Extra credit opportunities
- Exams

Evaluation Methods: There are 700 points in this course:
- 5 exams worth 100 pts each (14.3 % of your grade for each, or 71.5% total)
- 100 pts from the total points of chapter quizzes (14.3% of your grade)
- 100 points from a syllabus quiz (14.3% of your grade)
- 1 required extra credit critical reading assignment at end of the semester

Course Activities, Grades, Policies, and So On

Syllabus Quiz: There will be a syllabus quiz by the end of the first week of class (see Schedule of Classes below for due date/time). You should read the syllabus thoroughly, as the quiz is worth 100 points. *Do NOT take this quiz without reading this syllabus thoroughly first.* You will have 30 minutes complete it.

Quizzes: The course has 100 points total from quizzes spread across the modules. Quizzes are set to open a few days before they appear on the syllabus and Blackboard automatically closes them at class time. You will have 10 minutes to finish once you start.

Exams: This class has 5 exams at 100 points each. These will be taken on Blackboard on the days/times are listed below and in the Schedule of Classes a few pages down. Do NOT trust a dicey or unreliable connection, as Blackboard will submit your exam automatically if a connection is lost. Once started, you have 90 minutes to finish (2 hours for the final). Schedule accordingly.

Exam Schedule
(Put this in your schedule book asap!!)

	Week	Found In	Opens	Closes
Exam I	3	Module 3	Thursday, 8/31, noon	Friday, 9/1, midnight
Exam II	5	Module 5	Thursday, 9/14, noon	Friday, 9/15, midnight
Exam III	8	Module 8	Thursday, 10/5, noon	Friday, 10/6, midnight
Exam IV	12	Module 11	Thursday, 11/2, noon	Friday, 11/3, midnight
Final Exam	16	Module 15	Thursday, 11/30, 8am	Thursday, 11/30, 10am

Reviews for Exams: I will hold review sessions in class for each exam. Experience reveals that students that show up for review sessions with prepared questions do better in this course than those who do not. Developing this habit early in your college career is a great idea. For reviews, use the Terms and Concepts handout found on the Course Documents page on BB. You should go over those concepts before reading each chapter and exam reviews.

Extra Credit: There are several avenues to accumulate extra credit points spread across class, so you should not wait until there are only a few opportunities left.

- In the Schedule of Classes below you can find extra credit assignments indicated in the boxes in several modules, which you can then do on Blackboard.
- All exams have extra credit questions based on supplemental readings. Some quizzes, too.
- I sometimes offer extra credit for in class activities, so attendance can pay off!

Combined, then, there is at least *a full letter grade or more* to be gained from extra credit worked into the class. NOTE: Do not ask for special extra credit for yourself if you need extra points, as I cannot offer new assignments to only one student.

Supplemental Material: For most sections of the class, you will find supplemental links on the Blackboard modules. These are not required materials, but I very much recommend you check them out, as each offering will help you better understand central ideas taught in the course. There is a lot of really cool stuff there, too! Knowledge of this material will really pay off in the end.

Accessibility of Material: Once the class begins, all chapters, readings, videos, and so on are open for your access. However, if you do not see a quiz or an exam if you look through Blackboard, **DO NOT PANIC**. Quizzes will open several days (even a week or so) before they are due, while exams will only open in the Thursday-Friday window (except for the final, which is on one day in a 2 hour period). Once a due date is past for extra credit, a quiz and/or an exam, Blackboard will close them (see Schedule of Classes for dates). So be on time! You get to take quizzes and exams only once, so make sure you are prepared ahead of time. No do-overs.

Attendance: Attendance is required in this course. Students risk loss of a letter grade for unexcused absence 4, and another for 5, whereas a 6th unexcused absence will result in failure from the course. **Excusable Absences and Late Work:** Make up work is not allowed without either a university approved excuse or my prior clearance. The following are approved reasons for excusable absences: illness (with a doctor's excuse) or illness in the immediate family; death of immediate family member; academic trips (with documentation); major religious holidays; reasonable needs at the instructor's discretion. "I forgot" is not an excusable miss, however. **If you are out with an illness, send a doctor's note. If you expect to miss classes for an extended period of time, contacting me and making arrangements is highly recommended.**

If you miss a quiz or an exam because of illness, you have *one week* from that day to schedule a make-up. We can schedule it for anytime convenient for both of us, but you must contact me and make a date no later than one week after missing, provided you have an excused absence.

Late material submitted without an approved excuse may not be graded.

Student Progress: Grades will be posted during the 4-week progress report and at the mid-term period of the semester. Before and after this period, you can find your points on your Blackboard site in the Grade Center, so check there first before contacting me if you have questions.

How to Calculate Your Grade: If you want to know what your grade is at any time, take the total points you have accumulated at that point and divide it by the total amount of points available by that time. You'll get a number that is a decimal, or a percent. That will tell you where you are on the grade scale. If you are confused, come see me before or after class or during my in-office student hours and I go through it with you.

Points you have achieved / points available at the time

Example 1: 295 / 400 = .7375 or 73.75% (around midway of the semester)
Example 2: 578 / 700 = .825 or 82.5% (final grade)

Grades breakdown as follows (percentages of total points):
A = 100-90   B = 89-80   C = 79-70   D = 69-60   F = Below 60

Accessibility via in Office Hours and/or Student Hours on Zoom: If you have questions about the course or your grade, feel free to stop by my Office Hours (listed at the top of the first page) or make a Zoom appointment (I have a Blackboard Link under "Student Hours"). Also, you can write me an email (see below).

Communications via Email: An official EKU e-mail is established for each registered student, each faculty member, and each staff member. Check your email regularly, as this is my main way communicate updates/changes to schedule to the class. All email communications from you to me must be sent via this EKU e-mail address, as university policy requires that our communications go through official EKU channels. I will try to respond within 24-48 hours of receiving your email/questions. I reply to email irregularly over weekends but do check it periodically.

When and How to Send an Email: If you have questions for me, please check to see if the answer is in the syllabus first. Below is a brief itemization for you to check when sending an email:

Things to include in your email:	Before sending your email, did you check….
Your name and student ID	…your syllabus to see if the info is there?
Class initials & CRN # (e.g., SOC 131, 12345)	… to make sure your question is reasonable?
Class days/time or if online	… to leave yourself time to receive an answer?
Explanation of exactly what you need.	… if your message was written clearly?

Technological Requirements and Other Information: You will need access to a normal computer, whether laptop or desktop. You can install the Blackboard app on your phone, but it has incomplete and sometimes poor function. You will need to use Word for any written assignments. EKU provides Microsoft 360 Plus free to all students. You can find instructions on installing the application on this EKU IT page: Microsoft 360 Plus for EKU Students. **Assignments turned in via Google docs / links will not be accepted.**

Tips on Using Blackboard: Blackboard can be tricky at first but you will pick up on it quickly if you are a first time user. That said, there are a few things you should know to help your experience go more smoothly.

- I strongly recommend against using your phone for accessing Blackboard or doing anything there related to class. It will often fail, lock-up, etc. DO NOT TAKE QUIZZES OR EXAMS ON PHONE!
- *It is your responsibility to make sure you have a secure connection when you sign on to Blackboard, especially for exams and quizzes*. If you cannot trust your home internet connection, use the campus wifi.
- Blackboard registers your account every time you log on to it—day, time, and how long you were on the page. It also records each link you examine and for how long. So, please be honest in reporting problems with quizzes or exams, as I will be able, if needed, to check, when you opened a link and for how long.
- If you have problems with Blackboard—e.g., it will not let you on, it keeps closing, etc.— contact the IT department at 622-3000. I wish I could solve such problems but alas I cannot.
- If links are broken and a page will not open, let me know. Sometimes websites will change their address between the time I post a link and the time you try it (frustrating, I know). If a video has been removed by YouTube, try using keywords to find an alternative first before you write to me. Very often, another version exists out there.

My personal class rules: Cell phones are not needed for this course. You should turn them off and put them away at the beginning of class. When students look at their phones in class it sets a bad example for others and it bothers me, too, so I consider it disruptive behavior. Similarly, with open laptops—i.e., students surf online and too many using them makes a lot of noise. I can allow their use only with an accommodation letter from the Center for Student Accessibility. No ear buds. Take them out when class starts. If I find them during an exam, it will be a failure.

<u>**How to be Successful in this Class:**</u> Students who do well do the following things regularly:

(1) Set aside about 3-4 hours a week for reading and other preparations
(2) Read the material before lectures
(3) View all lectures/slideshows
(4) Good notetaking – from the readings and from the lectures
(5) Read/view/listen to supplemental material
(6) Prepare for and participate in review sessions
(7) Adequate study time for exams

PROTIP #1: Scheduling "due" versus "do" correctly. Every Sunday, get out all of your syllabi for all of your classes. Take notes on what is due that week. Have a schedule or a notepad and write down your "to do" list for each day of the week for each class.

PROTIP #2: Keep plugging away. Take advantage of extra credit assignments early, as they add up! You would be surprised at how few students actually do this, while there are way more that wait until the last two weeks of class to scramble for any points they can get. This is a terrible idea.

PROTIP #3: Look at the supplementary material found on each module on Blackboard, as there are rewards for doing so! You will see these listed with "Supplemental:" at the beginning of their title. There are several reasons for checking these out. First, as a college student, this is a perfect time to cultivate a love of learning. Second, many of these readings/videos expand on topics for that section of the course. Third, there will be a non-insignificant payoff in the course as a whole the more you know about Supplemental material.

PROTIP #4: If you fall behind, do not wait too long to get in touch with me. If you wait too long, the higher the odds that there will be few options left for me to help you.

PROTIP #5: Do not put your work off until the weekend. Some things are due earlier in the week!

PROTIP #6: If I explained verbally how to juggle, how well would do the first time you tried? Probably not very, as practice is needed to get better at it. The same is true with class preparations, keeping a schedule, learning concepts for class, and so on!!

Do all of these things and you will do fine.

Schedule of Classes

Week 1 – August 15-17
Module 1

Tuesday Introduction to course What is Sociology? Lecture **Thursday** Read: "The Promise" on Blackboard (C. Wright Mills) Take: Quiz - Intro to Sociology & Sociological Imagination before class Take: Syllabus Quiz before midnight on Sunday	 C. Wright Mills

Extra Credit (optional): Due before midnight on Sunday
Supplemental Material: Crash Course in Sociology

Week 2 – August 22 - 24
Module 2

Tuesday Read: Chapter 1 – An Introduction to Sociology Take: Quiz for Chapter 1 before class **Thursday** Read: Chapter 2 – Sociological Research Take: Quiz, Chapter 2 before class	

Extra Credit: See three links on The Game Show Problem. Due by midnight on Sunday.
Supplemental Material: I have some cases of famous unintended consequences including the Streisand Effect, what happened when Mao wanted sparrows killed, childcare kerfuffles and more. Plus there are a bunch of videos from Kahn Academy explaining different theories and paradigms in sociology. Check 'em out!

Week 3 – August 29 – 31
Module 3

Tuesday
Read: Chapter 3 – Culture
Read: "Body Ritual of the Nacirema" by H. Miner.
   You must read the above first or the next video will not open
View: Video - Body Ritual of the Nacirema
Take: Quiz for Chapter 3 and assigned material before class

Thursday
Exam Review. Look over items on the Terms and Concepts sheet for Exam I found on Course Documents and come to class prepared with questions to ask.

Take Exam I. Open from Thursday at noon until midnight on Friday. Once you start you must finish in 1 sitting within 90 minutes. Make sure you have a good wifi connection.

Supplemental Material: Today we have articles on rites of passage around the world, a TED Talk on the secret life of social norms, cultural phenomena that started as marketing ploys, past moral panics, some stuff of language and the mind as well as language and animals plus a few videos from our friends at Crash Course.

Week 4 – September 5 - 7
Module 4

Tuesday
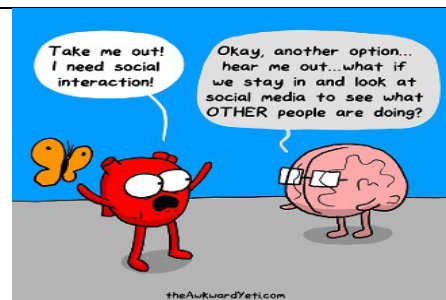Read: Chapter 4 – Society and Interaction
View: Cargo Cults
View: The Stanford Prison Experiment
View: Dramaturgical Analysis
View: Erving Goffman and the Performed Self
View: Darren Brown videos
Take: Quiz for Chapter 4 and assigned material before class

Supplemental Material: First up is a Radio Lab on the power of words, which connects to the previous lesson. There are also videos on types of social systems.

Thursday
Read: Chapter 5 – Socialization
View: 10 Disturbing Cases of Feral Children
View: The Harlows' Experiments on Monkeys
View: Freud's Model of Personality
View: Piaget experiments
Take: Quiz for Chapter 5 and assigned material before class

Supplemental Material: Radio Lab on biological inheritance and Nature v. Nurture. What does solitary confinement do to the brain? A video on the looking glass self. And a Crash Course.

Week 5 – September 12 - 14
Module 5

Tuesday
Read: Chapter 6 – Groups and Organizations
View: Ash's Study of Conformity
View: Milgram's Study of Obedience
View: TED Talk: The Power of Social Networks
View: Weber and Bureaucracy
View: McDonaldization of Society
View: The Importance of McDonaldization to Students
Take: Quiz for Chapter 6 and assigned material before class

Thursday
Exam review. Use the Terms and Concepts sheet for Exam II on course Documents to prepare questions for our session.

Take Exam II. Open from Thursday at noon until midnight on Friday. Once you start you must finish in 1 sitting within 90 minutes. Make sure you have a good wifi connection.

Supplemental Material: Radio Lab returns to the famous Milgram study we learned about this week. *Fascinating*. Crash Course and Kahn Academic are offered here with their overviews.

Week 6 – September 19 - 21
Module 6

Tuesday
Read: Chapter 7 – Deviance, Crime & Social Control
Read: Facts about Crime and Fear of Crime
Read: Teens Less Interested in Sex, Drugs, and Crime
Take: Quiz for Chapter 7 and assigned material before class

Supplemental Material: This time out we have articles on the medicalization of deviance, some communes from around the world (hook this into Merton's theory), and how employers are stealing workers' wages. And we have a few overview videos from Crash Course.

Thursday
Read: Chapter 8 – Media and Technology
Read: Social Networking Causing Stress that Leads to
        Social Media Addiction
Read: Sex Lives of App Users Shared with Facebook
Listen: Freud's Nephew & Origins of Public Relations
Read: 10 Ways Bernays Tried to Trick Us
Read: Weaponizing Information
Take: Quiz, Chapter 8 & assigned material before class
See next page for Supplemental material

Supplemental Material: Really interesting for this section. We have insider views of how social media actually works, misinformation out there messing with the public, the negative effects of social media on our brains and bodies, the ways news and entertainment media have changed over time, and what all of this is doing to our society today. And a few things about robots, too!

Week 7 – September 26 - 28
Module 7

Tuesday
Read: Chapter 9 – Social Stratification in the US
View: Absolute and Relative Poverty
View: Wealth Inequality in America
View: TED Talk – Capitalism's Dirty Secret
Read: How the Rich Got Rich & the Poor Got Poor
Read: CEO Pay Grew 1000% since 1978
Take: Quiz, Chapter 9 & assigned material before class
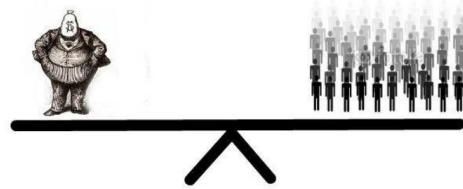
Thursday
In-class exercise – Wages & Poverty in the US

Supplemental Material: How the top 1% gained trillions from the rest of us, what neo-liberalism is in economic theory (it has nothing to do with conservative Republicans versus liberal Democrats), what the distribution of wealth is versus what people think it is, and how the class structure has changed in the United States. Plus a few overview videos from Crash Course.

Week 8 – October 3 – 5
Module 8

Tuesday
Read: Chapter 10 – Global Inequality
View: Core & Periphery Regions of the World Economy
View: Hans Rosling on Changes in Global Inequality
View: TED Talk: Hidden in Plain Sight:
        Slavery in Your Community
Take: Quiz for Chapter 10 and assigned material before class

Thursday
Exam III review. Use the Terms and Concepts sheet for Exam II on course Documents to prepare questions for our session.

Take Exam III. Open from Thursday at noon until midnight on Friday. Once you start you must finish in 1 sitting within 90 minutes. Make sure you have a good wifi connection.

Supplemental Material: Read about how billionaires got richer during the global pandemic. Also, Crash Course videos give an overview of key ideas.

Week 9 – October 10 - 12

Module 9

Tuesday
Fall Break

Thursday
Read: Chapter 11 – Race and Ethnicity
View: Blue-eyed / Brown-eyed Experiment
View: The TransAtlantic Slave Trade
View: Two Centuries of Slave Trade Visualized
Examine: Without Sanctuary (some pictures are graphic)
View: The Great Migration
Take: Quiz for Chapter 11 and assigned material before class

Extra Credit (5 points): Due by midnight on Sunday
Supplemental Material: Article on the Great Migration, two Radio Lab episodes (Race, Unfit), a story from This American Life on racism in US culture, a story about eugenics rising again, research on "sundown towns", a story on supporters of the Black Lives Matter movement, and an article on disbelief in evolution and racist attitudes in the United States and Eastern Europe.

Week 10 – October 17 - 19

Module 10

Tuesday
Read: Chapter 12 – Gender, Sex, and Sexuality
Read: Among US Families, Women Do the Most Cooking & Shopping
View: Crash Course in Sociology: Theories of Gender

Supplemental Material: The existence or non-existence of matriarchal societies in history (there's some disagreement among anthropologists here). See a surprising Invisibilia story about gender norms among male oil rig workers. Also see the Reddit thread about one person's experience on what it was like to transition and live in the world where people reacted to them socially as a man. Finally, a Crash Course on gender stratification is there for your perusal.

Thursday
Sex and Gender, Part II
View: TED Talk: Why Sex Doesn't Matter
View: Crash Course in Sociology – Sex & Sexuality
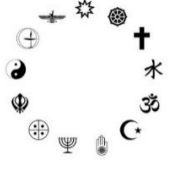Take: Quiz, Chapter 12 & assigned material before class

Extra Credit (10 points): Gender and Pay. Due by midnight on Sunday
Supplemental Material: A story of same-sex relationships between pirates. It may not be exactly what you think, but it does teach us something about how humans organize behavior and norms in different settings.

Week 11 – October 24 - 26
Module 11

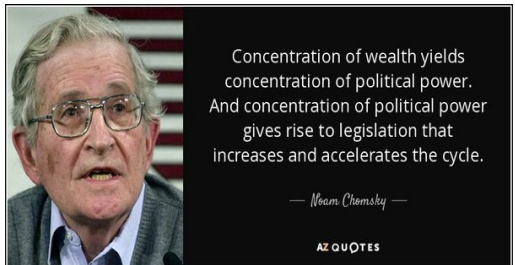|	
Tuesday Read: Chapter 14 – Marriage and the Family Read: Student Loan Debt Hits All-Time High Read: Student Debt Transforming the American Family Take: Quiz for Chapter 14 and assigned material before class	
Supplemental Material: See a story on how more young people today—compared to 50 years ago—are living with their parents into their late 20s. Also, overviews from Crash Course and Kahn Academy.	
Thursday Read: Chapter 15 – Religion Read: Cults that Still Exist Read: Religiosity in America Take: Quiz, Chapter 15 and assigned material before class	
Supplemental Material: 17 things nowhere in the Bible as well as 5 things you might (wrongly) believe about religions in the world. Read on how sociologists classify religions, moral panics from the past (some may surprise you), Millennials leaving religion. Also, a Crash Course.	

Week 12 – October 31 – November 2
Module 11

Tuesday - Look over items on Terms and Concepts sheet for Exam IV on course Documents. Make sure to come prepared with questions to ask in our session.

Thursday - **Take Exam IV.** Open from Thursday at noon until midnight on Friday. Once you start you must finish in 1 sitting within 90 minutes. Make sure you have a good wifi connection.

Week 13 – November 7 – 9
Module 12

Tuesday Read: Chapter 17 – Government and Politics **Thursday** Read: Americans Angry at Political System that Benefits Rich and Powerful Read: America is Rigged Read: Billionaire Predicts Conflicts b/t Rich & Poor Read: How Corporate Takeover of US Politics Began Take: Quiz, Chapter 17 & assigned material before class	 See next page for Supplemental stuff
Extra Credit (5 points): Due midnight on Sunday. Go to Blackboard.	

Supplemental Material: Important info this week! Read on myths about the US Constitution and President Eisenhower's famous "military industrial complex" speech. We also have material on who is behind most terrorist attacks in the United States and a Crash Course.

Week 14 – November 14 - 16
Module 13

Tuesday
Read: Chapter 18 – Work and the Economy
View: The 2008 Financial Crisis
Read: America's True Unemployment Rate
Take: Quiz, Chapter 18 and assigned material before class

Extra Credit (5 points): Due by midnight on Tuesday.
Supplemental Material: Workers on supply chains warning of possible collapse, America's true unemployment rate and other info on the job market, a Radio Lab on essential workers in the time of COVID, and a shocking graph about the US healthcare system.

Thursday
Read: Chapter 20 – Population, Urbanization & Environment
Read: There are many links posted on global warming, climate change, and several other issues. Look at as many as you can
Take: Quiz for Chapter 20 and assigned material before class

Extra credit (10 points): Due by midnight on Sunday
Supplemental Material: Articles on temperatures, melting sea ice, various forms of pollution, animal extinctions, and even how vested interests the business world are spending money to confuse the public about the issue. As you see above, reading some of these is part of today's lesson. But I also recommend reading some for supplemental use.

Week 15 – November 21 - 23
Module 14

Tuesday - Required Extra Credit: Critical Reading Assignment. This can be found in Module 14 on the Blackboard page. Open the document and follow its instructions. Read article and then write a response in Word based on the question sheet. You can submit this on the assignment site for the module. It is due by midnight on Sunday, but come to class prepared to ask me questions about it!!

Look over items on Terms and Concepts sheet for Exam V found on course Documents. Come prepared with questions to ask.

Thursday – Thanksgiving Break

DEAD WEEK!!!

Week 16 – November 28 – 30
Module 15

Final Exam: **Thursday, Nov. 30, from 8am to 10am Online**	

Important University Dates

August 20. Last day to drop full semester classes (will not appear on student transcripts).
October 2. Midterm grades to be submitted by instructors into EKUDirect by midnight on Sunday. Per faculty senate, required for all undergraduate students.
October 9. Last day to go online (EKUDirect) and withdraw from a full semester class without incurring a withdraw fee.
November 5 Last day to withdraw from the University. Last day to withdraw from a course with instructors written permission and a $50/cr.hr fee ($150 for a 3 cr. hr. class). Deadline is close of business on Friday. See www.registrar.eku.edu for details.
December 4. Final grades due - to be submitted into EKUDirect (Banner) no later than 1pm.

C Wright Mills

OFFICIAL UNIVERSITY SYLLABUS STATEMENTS

General Education Goals: Sociology 131 is a general education course within the social and behavioral sciences designed to help students: (1) Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (2) Analyze the social and behavioral influences that explain how people relate to each other, to institutions, and to communities. (3) Distinguish the methods that underlie the search for knowledge in the social sciences. (4) Integrate knowledge that will deepen their understanding of, and will inform their own choices about issues of personal and public importance.

Student Learning Outcomes: This course is an introduction to the basic principles and concepts of sociology, including culture, personality, social structure, groups, social processes, and social change. The class will follow a lecture-discussion format. Upon completion of this course, the student will be able to: (1) Recognize and communicate orally and in written form the influence of social forces on human behavior. (2) Distinguish major sociological paradigms and levels of analysis in oral discussion, written-essay, or exam formats. (3) Demonstrate through oral

discussion, written-essay, or exam formats how sociology, as distinguished from other disciplines, interprets the social world. (4) Identify orally, in written form, or in exam formats how sociologists use the scientific method, including interpreting data in table and graphic forms. (5) Apply core theories and concepts to personal experiences of one or more of the following: inequality (race, gender, class), crime, social institutions (family, economy, military, religion, education) in oral discussion, written-essay, or exam formats.

Canceled Classes and/or Inclement Weather: Check your EKU email regularly. If for some reason I cannot make it to class, I will announce it there. And in such cases, or those when EKU cancels class for inclement weather (or any other reason), you will be able to find any adjustment I make to the class schedule and assignments through your email.

Withdrawing From Class: Information on the last day to drop the course without receiving a "W" is available in the *Colonel's Compass* at: www.eku.edu/compass Also see the list of Important University Dates after the Schedule of Classes below.

University Statement on Class Recordings: Sessions in this course will be video-produced and at the discretion of the instructor, recorded. Such recordings/live streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class, or upload them to any social media or other online forum. Doing so may be a violation of the Family Education Rights and Privacy Act (FERPA), and University policies, including the Student Code of Conduct and Code of Ethics for Computing and Communications.

Accessibility Accommodation Statement: Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

A student with a "disability" may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks, working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

Discrimination, Harassment, or Violence Will not be Tolerated at EKU: EKU is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu/

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University Community that might implicate the University's Policy on Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity. If you would like to obtain confidential help from someone who does not have to report the information, please go to http://titleix.eku.edu/resources for resources. The Policy on Discrimination and Harassment is available there.

To make reports of incidents that might implicate the Policy on Discrimination and Harassment, for students needing accommodations related to pregnancy, and/or for questions or information about Title IX or the Policy on Discrimination and Harassment, please contact:

Lindsey Carter, Director of the Office of Institutional Equity & Title IX Coordinator. Jones Building, Room 416. Email: Lindsey.Carter@eku.edu Phone: 859-622-8020
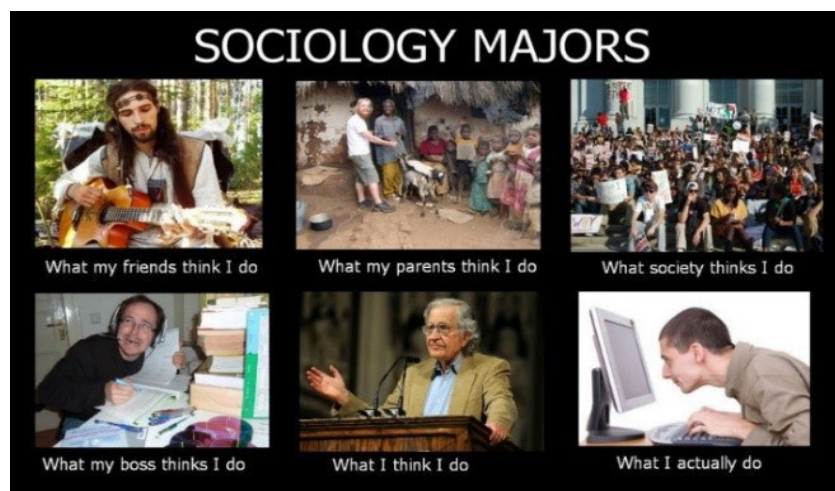You can find more information and official policy statements on these matters here:
https://academicaffairs.eku.edu/syllabi

Academic Integrity Statement: Academic Integrity (AI) is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that academic dishonesty and incidents of academic dishonesty will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication. Students can find this policy at https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.3_academic_integrity.pdf . For help with understanding how this policy works, contact the Office of Student Conduct at https://studentconduct.eku.edu/

ChatGPT Warning: If you use this site to write you paper, you will be failed from class immediately, as this is a violation of professional and ethical standards. Even if it wasn't, it is simply against rules for this class. In case you have not heard, moreover, ChatGPT will often make up answers and sources for information it does not know and, often but not always, such constructed falsehoods are clearly obvious to professionals while laypersons may remain unaware. So you've been warned, do not use ChatGPT for multiple reasons.

Code of Conduct: All rules and regulations set forth in the current edition of the EKU's Code of Student Conduct will be subject to enforcement in this course. It is the student's responsibility to obtain a copy of this publication.

Check this out!

Rock stars are famous for excessive and ridiculous demands. Van Halen required a bowl of M&Ms with the brown ones removed backstage. While this seemed like typical celebrity nonsense, much later David Lee Roth, their singer, explained that in their early days their contracts would spell out to concert promoters how much electricity they needed, how sturdy the stage needed to be, and so on. After a few shows where the electricity was bad or the stage collapsed, they surmised the promoters had not read the contract fully. As a solution, they put into later contracts that, "Under no circumstances will the band perform if there is not a bowl of M&Ms with the brown ones removed back stage before the show." If they did not find this bowl, they knew the promoter had not read the contract fully and thus they could not trust the performing conditions. This was an ingenious way to solve the problem and not rock star excess as first thought. Remember this story.
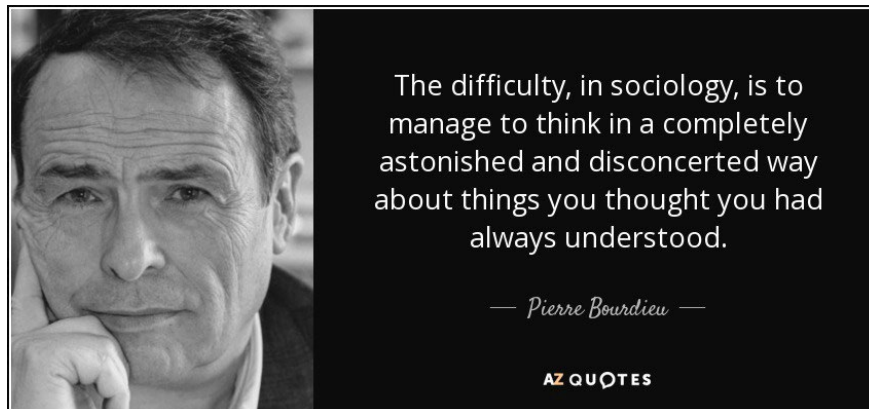

Helpful Resources

- **Writing Assistance.** The Noel Studio for Academic Creativity is a free resource offering writing, communication, and research support for undergraduate and graduate students from any major or class. At the Noel Studio, trained consultants can help you with essays, presentations, research posters, visual aids, multimodal products, and more. Students can ask for help at any stage of the communication process—from brainstorming to final revision, and every point in between. You can learn more about online consultations at studio.eku.edu/online-consultations. Schedule your own online consultations by following the directions at https://studio.eku.edu/schedule-appointment. Have questions or need help with scheduling? Use the chat box at studio.eku.edu.

- **The Student Success Center**. The Student Success Center, located on the ground floor of the library, provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 150 courses, as well as other services including mentoring, workshops, study space, computer use, and with any questions related to your college experience. Drop-in visits are welcome, and no appointment is necessary. Visit www.successcenter.eku.edu or email successcenter@eku.edu for more information.

- **Library Support.** You will need to use the library's electronic and hard-copy resources in this course. <u>EKU Libraries' Distance and Online Learning</u> page is designed to help if you are taking online/remote classes. You can find answers to most of your questions in this section. For example, the library will mail hard copies of books or articles to an address for free using UPS, and you can return them to the library for free. If this section does not answer your questions, you can use the **"Ask Us" live chat feature** located on the upper-left corner of every library webpage. The online chat is available all weekdays and weekends/holidays at varying hours.

- **Mental/Physical Wellness Resources**. Eastern Kentucky University is committed to the wellbeing of all students. Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below. We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

  - EKU Student Health Services   622-1761

  - EKU Psychology Clinic   622-2356

  - EKU Counseling Center (and after hours urgent support line)   622-1303

  - EKU Women's Health Clinic   622-1761

  - Title IX at EKU   622-8020

  - Colonel's Cupboard https://communityservice.eku.edu/Cupboard   622-3855

  - Ampersand Sexual Violence Resource Center of the Bluegrass   800-656-4673

  - Hope's Wings Domestic Violence Program   859-623-4095

  - National Suicide Prevention Lifeline   800-273-8255

The difficulty, in sociology, is to manage to think in a completely astonished and disconcerted way about things you thought you had always understood.

— Pierre Bourdieu —

AZ QUOTES

SOCIOLOGY (BACHELOR OF ARTS)
Major Requirements: 30 hours (120 Total hours)

Required Courses:

SOC 131: Introductory Sociology

SOC 232: Social Statistics

SOC 395: Research Methods in Sociology (offered fall semester only)

SOC 462: Sociological Theory (offered fall semester only)

SOC 470: Capstone Seminar in Sociology (offered spring semester only)

AND twelve hours of sociology electives, at least nine of which must be upper division hours:

SOC 205 Sexualities and Social Issues	SOC 365 Social Change in Appalachia
SOC 235 Social Problems	SOC 370 Religion in Appalachia
SOC 300 Sociology of Humans and Animals	SOC 383 Environmental Sociology
SOC 320 Mind, Self, and Society	SOC 399 Gender and Society
SOC 322 Sociology of Mass Media	SOC 400 Racial and Ethnic Relations
SOC 330S Sociology of Migration – SL	SOC 420 Jobs, Organizations, and Power
SOC 345 Sociology of the Family	SOC 425 Social Inequality: US and the World
SOC 349 Applied Learning in Sociology	SOC 465 Demography
SOC 349-N Cooperative Study: Sociology	SOC 490 Independent Study in Sociology
SOC 350 Selected Topics in Sociology	SOC 499 Directed Research in Sociology

What kinds of jobs can sociology majors get?

We provide our sociology majors training in methodological skills that lead to jobs after graduation.
We also prepare students for graduate school in multiple fields.

Public Sociology Track	**Government Track**
-Non-profit organizations jobs	-Federal, state, and local government jobs
-Social work and outreach jobs	-Data collection and analysis jobs
-Urban/Community development jobs	-Policy recommendations jobs
-Data collection and analysis jobs	-Community leadership jobs
Business Track	**Graduate Studies Track**
-Data collection and analysis jobs	-Community development (MA and PhD)
-Social media *big data* jobs	-Public Administration (MPA)
-Labor organization jobs	-Social work (MSW)
-Human resources jobs	-Law (JD)
-Management jobs	-Medicine (MD)
	-Teaching sociology (MA and PhD)

Visit our Webpage www.sociology.eku.edu **for course descriptions**

Eastern Kentucky University
Dept. of Anthropology, Sociology, and Social Work
SOC/AFA 135 – Living in a Diverse World
Fall 2023

Professor: Dr. X
Days and Time: T/H 9:30-10:45
Place: Roark 001
Office Hours: McCreary Bldg Wednesday 12:30-2:30 or by appointment (just ask!). Zoom appointments are also available upon request!
Email:
Phone: 859-622-xxxx

Catalog Course Description:

SOC 135 Living in a Diverse World (3) A. An introduction to the sociological study of the multiple ways racial and ethnic diversity intersect across classes, genders, sexualities, cultures, abilities, religions, labor markets, political structures, sport, and the mass media.

Student Learning Outcomes
Upon completion of the course, students will be able to:
1. Explain how racial and ethnic inequality affect different groups in distinct ways across different domains of social life.
2. Identify a major social problem where an intersectional approach to racial inequality is needed and suggest a possible solution.
3. Articulate how racism and other systems of inequality are socially and historically constructed, with an analytical focus on the role of social institutions such as religion, law, the economy, mass media, the family, and education.
4. Apply sociological perspectives on the intersection of race with other systems of inequality to examples from everyday life and current events.

Course Expectations
This course is designed to reflect EKU's Comprehensive Diversity Plan that "respects and celebrates diversity, which includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexual orientation, disabilities, and cultural or national backgrounds, in pursuit of common unity." Our University community respects and celebrates the diversity of peoples, seeks to embrace all individuals, and prohibits discrimination.
Academic study of sexuality involves potentially controversial topics that might challenge your ideas, values, and beliefs. These moments should be viewed as learning experiences, and SOC, WGS, and AFA courses encourage students to be open to these challenges with the intention of facilitating their own intellectual and social growth.
Diversity of opinions in the classroom will create a more dynamic learning environment, and course grades will be based on your critical thinking, not on your personal viewpoints.

Please note: Films and other media used in the course may contain thought-provoking and potentially controversial material. The instructor and the class will discuss how the material is germane to overall course goals and topics.

To ensure an optimal learning environment, the following behaviors are expected from all members of the class:

1. Think through your comments before you make them.
2. Make comments to the entire group and not to the person(s) near you.
3. Never make derogatory comments toward another person in the class.
4. Disagree with ideas, but do not make personal attacks.
5. Be open to be challenged on your ideas or preconceptions.
6. Challenge others with the intent of facilitating growth, not to demean others.
7. Encourage others to speak up. Be especially encouraging of people who are attempting to grow as critical thinkers.
8. Be open to change.
9. See also Part 4 of the EKU Student Handbook: http://studentsuccess.eku.edu/studenthandbook

Required Readings:
Text (bring to class each day):

Romero, Mary. 2017. *Introducing Intersectionality*. Malden, MA: Polity.

All other required readings will be available on Blackboard or through the EKU library.

Students should complete the required readings for each day **before** coming to class. Each day, students are responsible for bringing a copy of all required readings to class.

Student Progress:
You will be able to know your grades via Blackboard "My Grades" or you may ask me any time. If you think you need to drop the course, please discuss that possible decision with me. For relevant dates and deadlines, consult the Fall 2023 academic calendar on the Colonel's Compass.

Attendance:
Students should make every effort to attend class whenever possible. That said, please stay home if you know or suspect you have a contagious illness. Coming to class sick can potentially endanger at-risk people in the course or on-campus. Please contact me and let me know as soon as possible if you will not be present in class.. In the case of excused absences for illness, family emergency, etc. If you will be representing the university at an official event and have to miss class, that is also excused **but you will need to let me know about that absence in advance for the absence to be excused**

If you miss a class, be sure you are caught up on any required readings or media, check Blackboard for announcements and handouts, and contact a classmate for notes.

Late arrival or early departures from class that are unexcused will be considered in the accounting of absences as well. Excessive unexcused absences (more than 5) will negatively affect your grade in the course. I may not request documentation for excused absences, but I reserve the right to do so, particularly in the case of students who miss a substantial amount of class.

Technology and Email:

Technology Requirements:

This course works best if students have access to their own, functioning computer and high-speed internet access for the duration of the course. For the best experience, the student's computer and

internet should be able to reliably support Blackboard.com and all its functionality, including streaming video, audio files, and downloading documents, including large PDFs.

Should be able to download and open PDFs and Microsoft Word documents. Must submit essays in the space provided in Blackboard OR in Microsoft Word (.doc or .docx) or PDF (.pdf) format. I will ask you to resubmit assignments uploaded in formats I cannot open, but will be forced to give no credit if I do not receive a resubmission in a format I can open.

If you do not have access to high-speed internet or a computer that can reliably support these functions, please contact me ASAP and I will do my best to work with other folks on campus to find a solution for you.

Checking Blackboard and Email:

Students must check Blackboard and their EKU e-mail address at least once every 48 hours. If your internet goes out or you are experiencing technology problems, please call me (859-622-1653) and leave a message to let me know.

Assignments:

Exams (50%): You will have two exams – each worth 25% of your grade. The exams will follow a multiple choice and short essay format and will be open-book, open-note, and untimed.

Intersectionality Writing Assignment (25%): I will give you a short reading selection and ask you to write short essay responses where you apply concepts from the course to what you have read. The assignment will be approximately 4-8 paragraphs long. This assignment will serve as your final.

Quizzes (10%): You will take a short, multiple choice quiz on the readings for each section of the course, as well as a Syllabus Quiz over the content of this document. These are mostly designed to help you stay on top of the reading and make sure you are aware of the course expectations and structure.

Participation and In-Class Activities (15%): This class will be heavily discussion and activity based. As well as short lectures on the material for each class, I'll ask you open-ended questions that will prompt you to reflect on the concepts or ideas you read about, connect them to your own life, or compare them with other ideas and concepts from the course. You will also engage in graded individual and group activities based on the material you read. I will not collect these assignments, but I will call on every student in the class at least twice for their responses to these activities. Your answer doesn't have to be amazingly insightful or even correct - it just should reflect that you read the material and made a good faith effort on the assignment. As long as your response shows me that you've done that, I'll mark you down for credit. If I call on you and your response makes it clear you didn't read the material and/or that you put no effort into the assignment, you can still make up the missed credit by volunteering an answer during another class discussion or for another activity. Your credit/lack of credit for me calling on you will be recorded on Blackboard. Your participation grade will

also count on the extent and quality of your contribution to classroom discussions (you don't have to dispense amazing wisdom – just answer and ask questions).

Deadlines and Late Work:

Due Dates, Grace Periods, and Late Submission

Every due date has an automatic 72-hour grace period built in. You do not need to contact me or provide documentation to use the grace period. So long as your assignment is in by the end of the grace period, it will be considered the same as an on-time assignment. The assignments will close after the grace period ends, but you can still do them during the **Re-Open Periods**.

Re-Open Periods

If you forget about an assignment or are unable to get it in by the due date **(other than the Intersectionality Writing Assignment)**, you will still have a chance to go back and complete it. I will re-open assignment submission during Sections 4 and 7 of the course.

Course Grade
Your course grade will be determined by the percentage of points you earn out of the total number of points possible (your total number of points divided by the total points possible times 100).
A   90-100%   B   80-89%   C   70-79%   D   60-69%   F   0-59%

Incomplete Grades:
https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.11_awarding_incomplete_grade_bor_6.19.17.pdf

University Policies

Please refer to this link for the official EKU Statements on Accessibility Accommodation, Academic Integrity, and Discrimination & Harassment: https://academicaffairs.eku.edu/syllabi

Mental/Physical Wellness Resources:

Eastern Kentucky University is committed to the wellbeing of all students.

Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:

EKU Counseling Center After Hours Urgent support line:	(859) 622-1303
National Suicide Hotline:	(800) 273-8255 or dial 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	(859) 622-1761
EKU Psychology Clinic:	(859) 622 2356
EKU Counseling Center:	(859) 622-1303
EKU Women's Health Clinic:	(859) 622-1761

Other Resources

Writing Assistance
The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or multimodal communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at http://www.studio.eku.edu/ or call 859-622-7330.

Research Assistance
Schedule a one-on-one appointment for help conducting research for your work for this course or any other subject at this link: http://library.eku.edu/appointment.

The Student Success Center
Located on the ground floor of the library, the Student Success Center provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 100 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. Email successcenter@eku.edu or visit www.successcenter.eku.edu. Drop-in visits are welcome, and no appointment is necessary.

SOC 135 Topics Schedule* *This schedule is subject to changes according to our progress through the course. **II= *Introducing Intersectionality* (your textbook)** **BB = a video, link, PDF or other material on Blackboard** **Except for in-class activities, all assignments are due on Blackboard**		
DAY/SECTION	**READINGS & MEDIA**	**COURSE WORK DUE**
Section 1	**Introduction to Sociology, Race & Ethnicity**	
8/15	**None - Course Welcome and Intro!**	
8/17	**5BB:** Video: "What is Sociology?: Crash Course Sociology #1 **BB: "**The Promise of Sociology" by C. Wright Mills (PDF)	

8/22	**BB:** [What is Race? What is Ethnicity? Is there a Difference? - Tanya Golash-Boza](#) **BB:** [Where Does the Idea of Race Come from? - Tanya Golash-Boza](#) **BB:** ["The Sociology of Race and Ethnicity"](#)	
8/24	**No reading** **Film in Class,** ["Race the Power of an Illusion, Episode 1: The Difference Between Us"](#)	Syllabus Quiz and Key Concept Quiz 1 due 8/25 by noon (THESE AND ALL ASSIGNMENTS ARE DUE ON BLACKBOARD)
Section 2	**Race, Ethnicity, and Intersectionality**	
8/29	**MEET ON ZOOM:** **https://eku.zoom.us/j/7200331355** **II:** Chapter 1 "Identifying Intersectionality" **BB:** [What is Intersectionality?- Tanya Golash-Boza](#)	
8/31	**NO CLASS - ALTERNATE ACTIVITY ON BLACKBOARD** **BB:** "Age, Race, Sex, and Class" - Audre Lorde (PDF)	
9/5	Lecture and Activity on "Age, Race, Sex, and Class."	
9/7	**No reading** **Video in class: "**[Crip Conversations: A Conversation About Racism and Ableism with Imani Barbarin](#)**"**	
9/12	**BB:** ["The Gender Wage Gap by Race and Ethnicity"](#) - PDF	Key Concept Quiz 2 due 9/13 by noon
Section 3	**Perspectives on Intersectionality**	
9/14	**II:** Chapter 2 "Where Does Intersectionality Come from?"	
9/19	**BB:** "Black Feminist Thought on the Matrix of Domination" - Patricia Hill Collins (PDF)	**Exam 1 opens 9/18 by noon**
Section 4	**Race, Ethnicity, and Intersecting Identities**	
9/21	**II:** Chapter 4 "Intersectionality and Social Identities: Examining Gender	Key Concept Quiz 3 due 9/22 by noon **Exam 1 due 9/22 by noon**

9/26	BB: "[Race and Gender Equity in Sports: Have White and African American Females Benefited Equally from Title IX](#)?"	
9/28	**No reading** **Film on your own (Bring questions to class on Tuesday)** "[Out in the Night: Criminalization of Race, Gender Identity, and Sexuality](#)"	
10/3	BB: "[The Gendered Racialization of Asian American Women as Villainous Temptresses](#)" by Hwang and Parrenas (MAKE SURE YOU'RE LOGGED INTO YOUR EKU LIBRARY ACCOUNT TO ACCESS THIS LINK)	Key Concept Quiz 4 due 10/4 by noon **RE-OPEN PERIOD ENDS 11:59 PM October 4th**
Section 5	**Race, Diversity, and College Life**	
10/5	AMA Activity in Class	
10/10	**FALL BREAK - NO CLASS**	
10/12	**II:** Chapter 3 "Intersectionality in Everyday Campus Life"	
10/17	**Study Abroad Presentation**	
10/19	**No reading** **Film in class,** "[First Generation](#)"	**Exam 2 opens 10/18 by noon**
10/24	BB: "[Using Intersectionality to Examine Resilience for Queer Students of Color](#)" - Antionio Duran (MAKE SURE YOU'RE LOGGED INTO YOUR EKU LIBRARY ACCOUNT TO ACCESS THIS LINK)	
10/26	BB: "[The Burden and Consequences of Self-Advocacy for Disabled BIPOC](#)" - Aparna R. **Narrated PowerPoint in lieu of class - check Documents and PowerPoints Folder at bottom of section**	Key Concept Quiz 5 due 10/27 by noon **Exam 2 due 10/27 by noon**
Section 6	**Race, Racism, and Interlocking Systems of Oppression**	
10/31	**II:** Chapter 5 "Exploring Interlocking Systems of Privilege and Oppression"	
11/2	BB: "[Are Immigration Laws Racist?](#)" - Tonya Golash-Boza BB: "[The Right Kind Of Immigrant: The Narrative Of Deserving And Undeserving Immigrants](#)" - Sujatha Fernandes	Key Concept Quiz 6 due 11/3 by noon

Section 7	Race, Diversity, and Current Social Issues	
11/7	**II:** Chapter 6: Intersectional Approaches to Social Issues: The Wealth Gap, the Care Crisis and Black Lives Matter	
11/9	**BB:** "How Housing Redlining Contributed to the Racial Wealth Gap and Segregation" **BB:** "Examining the Black-White Wealth Gap" - McIntosh et al.	
11/14	**BB:** "Mind the Gap: Addressing CExamining the Black-white wealth gap | Brookingshildcare Inequities for Children and Caregivers"	
11/16	**BB: Look over Intersectionality Writing Assignment before class. Prep exercises in class.**	**Intersectionality Writing Assignment opens 11/15** Key Concept Quiz 7 due 11/17 by noon
Section 8	Writing about Intersectionality	
11/21	**Intersectionality Writing Assignment Lab Day (bring laptops and work/ask questions in class)**	
Intersectionality Writing Assignment due 11/27 by noon. MUST BE SUBMITTED BY 11/30 AT NOON.		

Eastern Kentucky University
Dept. of Anthropology, Sociology, and Social Work
SOC/WGS 205 - Sexualities and Social Issues
Spring 2024

Professor: Dr. X
Days and Time: T/TH 9:30-10:45
Place: Wallace 348
Student Hours: Wednesday 11AM-1PM outside Java City (in Crabbe Library) and by appointment - just ask! I am happy to meet in person or on Zoom.
Email:
Office: Commonwealth 1910
Phone: 859-622-1653
Embedded Guru: J.C. Dyer
Guru Email:
J.C's Student Success Center Hours: Monday: 2:30-7:30, Tuesday: 5:00-8:00, Wednesday: 2:30-7:30
You can visit him in person in at the SSC in the basement of Crabbe Library or on the SSC Discord Server: https://discord.gg/sxcs4b2Y
Fulfills GenEd E-6 Requirement

Catalog Course Description:

SOC 205 Sexualities and Social Issues. A. (3). Cross-listed as WGS 205. An examination of the diversity of sexuality and related social issues in the United States and globally. Topics include culture, history, law, mass media, politics, and religion. Credit will be awarded for only one of the following: SOC 205, WGS 205, or WGS 302. Gen. Ed. E-6 [GE].

EKU General Education Goals for Element 6:

Upon completion of the course, students will be able to:

1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology. (GE Goal 1)
2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
3. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)
4. Recognize perspectives from other cultures and/or historically marginalized groups. (GE Goal 9)

Student Learning Outcomes

Upon completion of the course, students will be able to:

1. Synthesize sociological research and theory on human sexual diversity and apply these models in a way that better explains everyday life as it relates to sex, with a special focus on comprehension of the role of social norms, behavioral trends, socio-political disputes, debates, and controversies.

2. Articulate why sexual diversity is a contested terrain in social life and how this terrain shapes and is shaped by various groups in society, particularly relations between dominant and marginalized sexual communities in the United States and globally.
3. Explain how sexuality and sexual identity are socially and historically constructed, with an analytical focus on the role of social institutions such as religion, law, mass media, the family, and education, as well as social discourse as found in popular knowledge and the human sciences.
4. Compare and contrast different sociological perspectives on sexualities so as to better identify their strengths and weaknesses as well as the range of perspectives available to understand sexual behavior and sexual identity in daily life.

Course Expectations

This course is designed to reflect EKU's Comprehensive Diversity Plan that "respects and celebrates diversity, which includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexual orientation, disabilities, and cultural or national backgrounds, in pursuit of common unity." Our University community respects and celebrates the diversity of peoples, seeks to embrace all individuals, and prohibits discrimination.

Academic study of sexuality involves potentially controversial topics that might challenge your ideas, values, and beliefs. These moments should be viewed as learning experiences, and SOC and WGS courses encourage students to be open to these challenges with the intention of facilitating their own intellectual and social growth.

Diversity of opinions in the classroom will create a more dynamic learning environment, and course grades will be based on your critical thinking and successful execution of assessments, not on your personal viewpoints.

Please note: Films and other media used in the course may contain thought-provoking and potentially controversial material. The instructor and the class will discuss how the material is germane to overall course goals and topics.

<u>Blanket Content Warning</u>: Because this course is related to various topics falling under the topic of sexualities, topics such as sexual violence, sexually transmitted infections, transphobic violence, and other topics that may be sources of trauma will come up at various points in the semester. I try to provide warnings in the course schedule when the topic of a particular course focuses explicitly on potentially traumatic topics, but these may not cover every single mention of a topic and I cannot predict every time such topics might come up in class discussion. I am happy to work with students individually to find alternative written assignments in cases where course readings/discussions hit on an area of past trauma.

To ensure an optimal learning environment, the following are expected from all members of the class:

1. Think through your comments before you make them.
2. Disagree with ideas, but do not make personal attacks.
3. Be open to new ideas or ideas that challenge your preconceptions.
4. Engage with others with the intent of facilitating growth.
5. Encourage others to speak up. Be especially encouraging of people who are attempting to grow as critical thinkers.

Required Readings:

Text:
Fitzgerald, Kathleen J. and Kandice L. Grossman, eds. 2020. *Sociology of Sexualities 2nd edition*. Thousand Oaks, CA: Sage Publications.
All other required readings will be available through Blackboard.
Students should complete the required readings for each day **prior** to coming to class. Each day, students are responsible for bringing a copy of all required readings to class.

Notification of Student Progress:

Grades for all assignments will be posted to Blackboard within a reasonable time frame. Each student will receive a four-week progress report given in a manner similar to midterm grades. Your midterm grade will be based on the points earned in your graded assignments. These grades will be available via MyEKU, as will your final grades. Your overall grade will also be available in Blackboard throughout the semester.

Drop Deadlines:

The last day to drop this course without a fee or a W is January 22. This is also the last day to register for full semester classes this semester. Note you may withdraw from the course (with fee and a W grade) until April 7. A W grade does not impact your GPA but in some cases can impact scholarship hours available to you over time. Contact scholarships@eku.edu with questions about that. More details here: https://www.eku.edu/colonelscompass/spring-2024-deadlines/

Technology, Blackboard, and Email Requirements:

Checking Blackboard and Email:

Students must check Blackboard and their EKU e-mail address at least once every 48 hours. If your internet goes out or you are experiencing technology problems, please call me (859-622-1653) and leave a message to let me know.
Smartphones and laptops should not be used in class, except according to accommodation letters or by special arrangement with me.

Attendance:

If you miss a class, it is your responsibility to review the syllabus and go over any powerpoints, videos or readings from the class you missed before you return to class. I also recommend contacting a classmate to get any missed notes.
More than three unexcused absences will negatively impact your final grade in the class. Please let me know as soon as possible if circumstances beyond your control are making you miss class, such as a family member's illness, housing insecurity, difficulty affording gas, etc. so we can make sure your grade does not suffer. EKU Absence Policy is here,

Assignments:

Exams (60%): You will have three exams – each worth 20% of your grade. The exams will follow a multiple choice and short essay format and will take place during class (except the final, which will take place during our university designated final exam period). Use of smartphones or computers during the exams will result in a failing grade on the exam, except when specific agreements have been made with me in advance.

Reading Questions (20%): The class will be split into two groups. One group will bring one question about the reading for that every Tuesday (except the first day of class and two exam days) and the other group will bring questions every Thursday (except for the Symposium and days where we will watch films). I will let you know which group you are in and provide more instructions about these questions on the first day of class. These questions will help ensure you stay on top of the reading and also make sure you are not put on the spot if I call on you to participate during class discussions.

Participation and In-Class Activities (20%): You will engage in graded individual and group activities based on the material you read. I will periodically collect these at unannounced times to assess how well you are engaging with the course material. Your participation grade will also count on the extent and quality of your contribution to classroom discussions. (You don't have to dispense amazing wisdom – respond to other students' reading questions, ask additional questions, etc.).

If you have an official accommodation letter that entitles you to additional time on exams or that will affect your reading questions or in-class participation, please be sure to get this to me as soon as possible so I can ensure you receive the appropriate accommodation.

Makeup Work

Since all assignments are due in class, missing class may mean missing assignments. Students who have a documented excused absence can make arrangements with me to make up an exam and by emailing Academic.Testing@EKU.EDU for an appointment. Students with an excused absence on a day where they are supposed to bring reading questions should bring them to the next class they attend and submit to me. If in-class individual or group activities are collected on a day for which you have an excused absence, you will be exempted from the assignment except in cases where you have a large number of excused absences (more than 5). In that case, we will work to come up with alternative assignments. If your absence (or late arrival to class) is unexcused, you will receive a zero for any in-class activities and/or reading questions. EKU Absence Policy is here,

Course Grade

Your course grade will be determined by the percentage of points you earn out of the total number of points possible (your total number of points divided by the total points possible times 100). You can earn a total of 1000 points in the class. Percentages and points required for each letter grade can be found below:

A   90-100%   B   80-89%   C   70-79%   D 60-69%   F 0-59%
A = 900-1000 points   B = 800-899 pts   C = 700-799 pts   D = 600-699 pts   F = 0-599 pts

Incomplete Grades: https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.11_awarding_incomplete_grade_bor_6.19.17.pdf

University Policies
Please refer to this link for the official EKU Statements on Accessibility Accommodation, Academic Integrity, and Discrimination & Harassment: https://academicaffairs.eku.edu/syllabi

Mental/Physical Wellness Resources:

Eastern Kentucky University is committed to the wellbeing of all students.
Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact: EKU's commitment also **requires faculty members to report** any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you would like to obtain confidential help from someone who does not have to report the information, please go to www.titleix.eku.edu for resources, including the following:

- EKU Student Health Services   859-622-1761
- EKU Counseling Center   859-622-1303
- Title IX at EKU   859-622-8020
- Ampersand Sexual Violence Resource Center   800-656-4673 (hotline)
- Hope's Wings Domestic Violence Program   859-623-4095
- National Suicide Prevention Lifeline   800-273-8255

The **Non-Discrimination and Harassment policy** is available at https://policies.eku.edu/sites/policies.eku.edu/files/policies/1.4.1pnondiscriminationharassment.pdf and questions regarding the policy may be directed to the Director of Equity & Inclusion and Title IX at https://titleix.eku.edu/people. All faculty are mandatory reporters, so I must report any instances of harassment, discrimination, or assault if they take place within the university. I will happily walk you to the counseling center, where you are covered by confidentiality, if you ask me to do so.

Writing Assistance
The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or multimodal communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at http://www.studio.eku.edu/ or call 859-622-7330.

Research Assistance
Schedule a one-on-one appointment for help conducting research for your papers for this course or any other subject at this link: http://library.eku.edu/appointment.

The Student Success Center
Located on the ground floor of the library, the Student Success Center provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 100 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. Email successcenter@eku.edu or visit www.successcenter.eku.edu. Drop-in visits are welcome, and no appointment is necessary.

SOC 205 Topics Schedule*
*This schedule is subject to changes according to our progress through the course.

All class sessions held in classroom, EXCEPT where otherwise noted **SOS refers to your textbook** **BB refers to Blackboard** **CH refers to "Chapter"** **ALL ASSIGNMENTS ARE DUE ON BLACKBOARD** **Content Notes indicate mention discussion, or depiction of:** *SA - sexual assault/sexual abuse M - misogyny/sexism* *T - transphobia/cissexism H - homophobia/heterosexism* *V - violence R - racism*	
SECTION/DAY	**READINGS/MEDIA/SCHEDULED COURSEWORK**
Section 1	**Introduction to the Sociology of Sexualities**
1/16	**BB:** *Narrated PowerPoint*- Course Welcome/Overview Optional Zoom Meet-and-Greet with Dr. X and our awesome Guru
1/18	**BB:** *Video -* "What is Sociology?: Crash Course Sociology #1" **BB:** *Video* – "Major Sociological Paradigms: Crash Course Sociology #2" **BB:** *Reading -* "A Critical Introduction" *(M; H; R)* **BB:** *Reading -* "Key Terms" **BB:** *Video* – "Sex and Sexuality: Crash Course Sociology #31 **Starting today, Thursday group always has reading questions due in class on Thursdays, except film days or the Social Science Symposium.**
1/23	**SOS:** CH 1 pp. 1-15 (to the end of "Sexual Revolutions" section) **Starting today, Tuesday group always has reading questions due in class on Tuesdays, except exam days.** *SA; T; H*
1/25	**SOS:** CH 1 pp. 16-27 (to end of chapter) *SA; T; H*
1/30	**SOS**: CH 2 pp. 28-38 (to end of section on "Sexual Physiology Research") *M; T; H; R*
2/1	**SOS**: CH 2 pp. 39-55 (to end of chapter) *M; T; H; R*
Section 2	**Sexuality, Identity, and Inequality**
2/6	**SOS**: CH 3 pp.56-65 (through end of "Gender Inequality") *M; T; H; R*
2/8	**SOS**: CH 3 pp. 65-80 (through end of chapter) *M; T; H; R*
2/13	**SOS**: CH 5 pp. 103-114 (through end of "Housing Discrimination" section) *M; T; H; SA*
2/15	**SOS**: CH 5 pp. 115-124 (through end of chapter) **BB:** "The Heterosexual Questionnaire" *M; T; H; SA*
2/20	**EXAM 1 IN CLASS**

Section 3	Sexualities and Social Institutions
2/22	**SOS**: CH 7 pp. 149-164 (through end of section on "Transgender Images and Issues in Media") *M;T;H;V*
2/27	**SOS**: CH 7 pp. 164-179 (through end of chapter) *M;T;H;V*
2/29	**SOS**: CH 8 pp. 180-200 (through end of "Sex Education" section) *T;H*
3/5	**SOS**: CH 8 pp. 201-210 (through end of chapter) *T;H*
3/7	**FILM IN CLASS**: "Hookup Culture" - Talk by Dr. Lisa Wade *M; SA*
	MARCH 11-15 - SPRING BREAK
3/19	**SOS**: CH 9 pp. 211-225 (through end of section on "Religion and Sexuality") *T; H*
3/21	**SOS**: CH 9 pp. 225-239 (through end of chapter) *T; H*
3/26	**EXAM 2 IN CLASS**
Section 4	**Sexualities, Bodies, Health & Medicine**
3/28	**SOS**: CH 10 pp. 240-258 (through end of section on "Technocratic Models of Birth) *M;T;H*
4/1	**SOS**: CH 10 pp. 258-271 (through end of chapter) *M;T;H*
4/3	**No Class Meeting - Watch "The Business of Birth Control" and submit questions on Blackboard**
4/9	**SOS**: CH 11 pp. 272-281 (through end of section on "Disability, Sexuality, and Homophobia") *M; T; H; R*
4/11	**SOS**: CH 11 pp. 282-294 (through end of chapter) *M; T; H; R*
Section 5	**Sexualities, Sex Work, and Sexual Violence**
4/16	**BB:** Article through the EKU Library - "The Sociology of Sex Work" (Weitzer, 2009) *M; V; T; H; R; SA*
4/18	**Attend a session at the Social Science Symposium in lieu of class**
4/23	**SOS**: CH 13 pp. 320-333 (through the end of the section on "Child Sex Abuse Crisis in the Catholic Church") *SA*

4/25	**SOS**: CH 13 pp. 334-345 (through end of chapter) *SA*
Section 6	**Sexualities, Social Movements, and Social Change**
4/30	**SOS**: CH 6 pp. 125-134 (to the end of the "Before Stonewall:The Homophile Movement" section) *T;H;V*
5/2	**SOS**: CH 6 pp. 135-148 (through end of chapter) *T;H;V*
5/7	**FINAL EXAM 8:00 AM -10 AM IN CLASSROOM**

Eastern Kentucky University
Department of Social Work
Women & Gender Studies
Department of Languages, Anthropology, and Sociology
SOC- 399-001 or WGS-399-001 (CRN 12755) – Gender and Society
Fall 2023

Time:	**Online Asynchronous**
Place:	Blackboard
Instructor:	Professor X
Email:	
Office:	Online – Zoom, Google Meets, or by phone
Student hours:	Online by appointment via the options above.

Fulfills GenEd E-6 Requirement

Land Acknowledgment
Professor X respectfully acknowledges that this class takes place on the traditional lands of Shawnee peoples.

Required Texts and Course Materials
Zinn, Maxine Baca, Pierrette Hondaguneu-Sotelo, Michael A. Messner, and Amy M. Denissen. 2020. *Gender Through the Prism of Difference*. Sixth Edition. New York: Oxford University Press.

Wade, Lisa, Douglas Hartmann, and Christopher Uggen. 2016. *The Society Pages' Assigned: Life with Gender.* New York: W.W. Norton and Company.

Travers, Ann. 2018. *The Trans Generation: How Trans Kids (and Their Parents) are Creating a Gender Revolution*. New York: New York University Press.

Catalog Course Description

Cross-listed as WGS 399. Prerequisites: SOC 131 or SOC 235; ENG 102 or ENG 105(B) or HON 102. Emphasis on the relationship between the social construction of gender and the experiences of people of all genders in society. Consideration of cultural diversity in defining the cultural and historical construction of gender and identity. Gen. Ed. E-6 [GE]. Credit will not be awarded for both SOC 399 and WGS 399.

Course Description:
Gender profoundly shapes our lives and identities from an early age – but what is it, really? Some lay people, and even scientists, assert that gender is biologically-based: a product of our hormones, genes, and sexual organs. Sociologists see gender and gender identities as socially constructed. In this course we will examine how social and cultural context shape our perceptions and performances of gender. We will explore how gender informs our experiences across a variety of social contexts – from places of worship to places of work. We will also examine the ways in which gender intersects with other identities such as race or sexual orientation.

EKU General Education Goals for Element 6:
Upon completion of the course, students will be able to:
1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology. (GE Goal 1)

2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
3. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)
4. Recognize perspectives from other cultures and/or historically marginalized groups. (GE Goal 9)

Student Learning Outcomes
Upon completion of this course, students will be able to:
1. Communicate orally and in written form the influence of social forces on gender relations.
2. Explain how sociologists apply various theoretical and methodological approaches to the study of gender. *(GE Goal 7)*
3. Explain how the social construction of gender influences perceptions of femininity, masculinity, sexuality, and gender identity. *(GE Goals 1, 2, 8, 9)*
4. Identify and analyze socio-historical processes that continue to influence experiences of women and men in American society and abroad. *(GE Goals 1, 2, 8, 9)*
5. Demonstrate the ability to gather, interpret, and analyze information to identify sources of gender inequality and conflict. *(GE Goal 7)*
6. Compare, contrast, and evaluate opposing views on gender issues and policies related to gender inequality. *(GE Goals 1, 2, 8, 9)*
7. Recognize ways in which gender intersects with race/ethnicity, social class, and other structures of inequality to explain differences in gendered experiences. *(GE Goals 1, 2, 8, 9)*

WGS Student Learning Outcomes
Upon completion of the course, students will be able to:
1. Comprehend different aspects of intersectional identity associated with historical, social, cultural, and political issues and events.
2. Apply feminist and intersectional theories to political and/or lived experiences.
3. Analyze and synthesize the values, cultural contexts, and/or aesthetic qualities of artistic, literary, media, and scientific works pertaining to gender, sexuality, and intersectionality.
4. Analyze and synthesize the implications of biological, cultural, and social factors that shape a non-monolithic understanding of identity related to gender, sexuality, and intersectionality.
5. Develop and explain an informed perspective about gender, sexuality, and intersectionality.
6. Select relevant, accurate, appropriate, and significant sources.
7. Demonstrate effective and professional communication.

Program and Course Expectations
　　This course is designed to reflect EKU's Comprehensive Diversity Plan that "respects and celebrates diversity, which includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexuality, disabilities, and cultural or national backgrounds, in pursuit of common unity." Our University community respects and celebrates the diversity of peoples, seeks to embrace all individuals, and prohibits discrimination.
　　Women and Gender Studies courses seek to deconstruct systems of oppression and power; thus, topics will help students develop a greater capacity for intellectual open-mindedness. Courses will immerse the students in the complexity of human differences and commonalities. Exploration, analysis, and application of complex identity issues characterize these courses. WGS courses emphasize the challenges that must be addressed to achieve just, equitable, and productive societies, and promote the development of skills necessary to work effectively with others from diverse identities and perspectives.
　　Academic study of gender involves potentially controversial topics that might challenge your ideas, values, and beliefs. These moments should be viewed as learning experiences, and WGS courses encourage students to be open to these challenges with the intention of facilitating their own intellectual and social growth.

Diversity of opinions in the classroom will create a more dynamic learning environment, and course grades will be based on your critical thinking, not on your personal viewpoints. At times throughout the semester, you may feel uncomfortable about the topics that we address, but we are going to work through that discomfort together in productive ways that help us learn from each other. While we may not agree, we must still be respectful toward each other's lived experiences.

Please note: Films and other media used in the course may contain thought-provoking and potentially controversial material. The instructor and the class will discuss how the material is germane to overall course goals and topics.

To ensure an optimal learning environment, the following behaviors are expected from all members of the class:

1. Think through your comments before you make them.
2. Make comments to the entire group and not to the person(s) near you.
3. Never make derogatory comments toward another person in the class.
4. Disagree with ideas, but do not make personal attacks.
5. Be open to be challenged or confronted on your ideas or prejudices.
6. Challenge and confront others with the intent of facilitating growth, not to demean others.
7. Encourage others to speak up. Be especially encouraging of people who are working through their prejudices and attempting to grow as critical thinkers.
8. Be open to change.
9. See also Chapter 4 of the EKU Student Handbook: https://studentsuccess.eku.edu/studenthandbook

WGS Minor or Certificate
A student may complete an interdisciplinary Women & Gender Studies minor by taking 18 hours, including WGS 201, WGS 400, and twelve hours of electives. The certificate in Women & Gender Studies requires 12 hours, including WGS 201, WGS 400, and six hours of electives. Electives must be selected from at least two different areas among the following courses: WGS 132, 205, 300, 302, 303, 304, 305, 306, 308, 309, 331, 345, 349, 364, 365, 366, 378, 380, 399, 420, 446, 451, 495, 591, 592, 593, or gender- or sexuality-specific courses from other programs (upon WGS Director approval). Please contact Dr. Lisa Day (lisa.day@eku.edu) if you would like to declare a minor or certificate.

Technology and Email

EKU requires all students and faculty to use their University email accounts for all correspondence. This course requires the use of Microsoft Word. If you do not currently have this software on your computer, EKU provides Microsoft 365 Plus free to all students. You can find instructions on installing the application at this site: https://it.eku.edu/support/students-microsoft-office-365-pro-plus

This course also includes the usage of Flip (formerly Flipgrid) application. The Flip link for this course is https://flipgrid.com/feb45866

If you are unfamiliar with Blackboard, here's a great FAQ: https://bbhelp.eku.edu/how-do-i-sign-eku-blackboard. Our Blackboard Help Desk staff are very helpful (and they know a whole lot more about Blackboard than I do). You can contact them at 859-622-**3000** or you can email them at support@eku.edu.

The student's computer and internet should be able to reliably support Blackboard.com and all its functionality, including streaming video, audio files, and downloading documents, including large PDFs. Must be able to download and open PDFs and Microsoft Word documents and must submit all

assignments in Microsoft Word or PDF format.

I respond to e-mails within 24-48 hours (please feel free to remind me if you haven't received a response in that time frame). I check e-mail less frequently on weekends.

Student Progress
You will be able to know your grades via Blackboard "My Grades." If you think you need to drop the course, please discuss that possible decision with your instructor and bear in mind these deadlines:
- Sunday, August 20   The last day to add a course or to drop without receiving a "W" on your transcript.
- Sunday, August 20   The last day to convert an Audit or Pass/Fail to "Grade."
- Friday, September 1   The last day to change from "Grade" to Audit or Pass/fail.
- Monday, October 9   The last day to drop without a withdrawal fee
- Sunday, November 5 The last day to drop the course with a withdrawal fee
- For additional information, consult the Fall 2023 academic calendar on the Colonel's Compass: https://colonelscompass.eku.edu/final-exam-schedule-fall-2022

University Policies
The following policies are described in detail at this link: https://academicaffairs.eku.edu/syllabi
- Accessibility Accommodation Statement
- Academic Integrity Statement
- Discrimination and Harassment, Title IX, and Prevention Statement

Attendance Policy
There is a university wide first week attendance policies that include online students. Please follow the instructions on the discussion board labeled Introductions as this will be my source of collecting attendance for the first day drop policy.

Inclement Weather Adaptations
In case of severe weather, operations and classes at EKU could be affected. For more information about scheduling adaptations depending on severity, see https://www.eku.edu/weather.html.

COVID-19 Precautions
The university's response to COVID-19 is fluid and dynamic. Please refer to our website for the latest guidance and university protocols. Students enrolled in this course are required to follow all university policies, including the Student Code of Conduct and policies related to public health and Healthy On Campus initiatives.

EKU is working diligently with state and local public health agencies and our healthcare provider partners to offer vaccination opportunities for EKU students and employees. The best way to prevent infection is to avoid being exposed to this virus. However, as a reminder, CDC always recommends everyday preventive actions to help prevent the spread of respiratory viruses, including the following:

- Get a COVID-19 vaccine. Any of the currently available vaccines from Johnson & Johnson, Moderna, and Pfizer offer a high level of protection against COVID-19 and serious illness.
- Wear a mask, especially while indoors or when gathering in groups.
- Wash your hands often with soap and water for at least 20 seconds. Use an alcohol-based hand sanitizer that contains at least 60% alcohol if soap and water are not available.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Avoid close contact with people who are sick.
- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.

- Clean and disinfect frequently touched objects and surfaces.

Should you need a COVID test, an up-to-date list of testing locations can be found here. Students requiring an accommodation for face coverings, please contact the Center for Student Accessibility.

Evaluation Methods and Course Requirements

Assignment submission:

All assignments must be submitted on Blackboard. Other than the presentations, assignments must be in Microsoft Word or PDF format. The slides for your presentation should be submitted in PowerPoint or Prezi link.

Late Assignments and Extensions:

Assignments that cannot be made-up, rescheduled or submitted late:
- Any extra credit (because it is optional)
- Final presentation feedback to a classmate (because of end of semester)
- Final Quiz (because of end of semester)

The following guidelines apply to all other assignments:

Extensions:

If you need a **deadline extended**, e-mail me at least 24 hours before the assignment is due with "Extension Request" and the name of the assignment in the subject line of the email. In the body of the e-mail, briefly tell me why you need the extension. If I grant the extension, I will give you another 48 hours to submit the assignment. Most extension requests submitted at least 24 hours in advance of the deadline will be granted.

Late submission due to extenuating circumstances:

If you have to submit an assignment late due to extenuating circumstances like a serious illness, health crisis of a family member, a prolonged internet outage in your area, a sick child for whom you are the primary caregiver, etc., you can do that without having requested an extension in advance. In these circumstances, contact me as soon as possible (before the assignment is due, if possible) and write me a brief note about why you could not submit the assignment on time. Please do not hesitate to reach out. I really am happy to work with you.

Late work without an extension and not due to extenuating circumstances will be subject to a penalty of 10% off for every day it is late. This is a reminder to please communicate when you are struggling, I cannot accommodate what I do not know exists.

Assignments:

Research Project and Presentation (400 points 40%):

You will complete a project on some topic related to the sociology of gender. At the end of the course, you will present the research backing for your project to your classmates. I will give you a list of project options and the grading rubric for each, but you are also welcome to work with me to develop a project that is not on the list. If you choose to develop a different project, consider picking something you are personally interested in or something that ties into a topic you are researching for another class or project.

Your grade will depend not just on the presentation of the project, but other items you turn in including 1) your project description assignment (it's ok to change this as you research as long as I approve the change), 2) a discussion board post with an APA or ASA citation, including stable link, for one of your articles and its abstract 3) feedback on a classmate's article 4) An APA/ASA reference list of 5 pieces of academic research you will use in the project, 5) narrated PowerPoint/Prezi presentation that gives us an overview of the findings of your 5 sources, and why this knowledge matters/why you choose this project, 6) detailed feedback on a classmate's presentation. More Information on the Project will be included in the Module labeled Project which will be open throughout the semester as a resource.

Module Work:
The course is going to be divided up into 8 two week-long sections that will open and begin on Monday and end the second Sunday (except for the last section which will end on Wednesday 12/1). Sections will open on the evening of the Sunday before they start. I recommend reading/watching all other material before viewing the lectures. If you need access to a section early due to circumstances you know are coming up, please let me know as this can likely be accommodated. If you are reading this please send me a picture of a hedgehog for 10 bonus points.

Key Concept Quizzes (8 for 20 pts each or 160 points or 16%):
For each section, you will take a quiz over the key concepts for that section. Key concepts will be posted on Blackboard for each Section. These quizzes are designed to help you keep up with the readings and make sure you're understanding the material. The quizzes will be online on Blackboard and will be multiple choice, true/false, and short answer. You may use your readings and any other assigned materials (such as videos, PowerPoint slides, handouts, etc.) while taking the quizzes. You will have three attempts on each quiz and I will only count your highest grade. Quizzes will be due on the last Monday of each section, except for the Section 8 quiz. The last quiz will be in a short answer essay format and will serve as part of your final assessment.

FLIP Posts (7 for 35pts each or 245 points or 24%):
For each module (except module 8 for a total of 7), you will share 2 questions about that week's readings on the class discussion board. Be specific as these conversations allow you to better understand these sociological concepts. Don't be afraid to disagree. However, remember that language matters and derogatory comments will be addressed promptly. You will need to write your two questions to the week's readings AND you will need to respond to at least one of your classmates' questions. **Your initial post will be due by the second Monday of each module and your responses to your classmates will be due on the last Sunday of each module.** *Note there are five extra points there that if you do all these automatically puts you with five points extra credit.*

Critical reflections (4 at 50pts each or 200 points or 20%)
Every two modules (for a total of four critical reflections), you will write a critical response of the one reading of your choice. You will then write a **1 page, 1-inch margins, single spaced (Times Roman font), three paragraph** journal. Be sure to fill the whole page. In the first paragraph you will identify and summarize the text you chose with enough detail for me to know you read the article and understand it. Please mention the main sociological concepts that the authors discuss. In the second paragraph please apply the authors ideas to something in public discourse or a life experience (i.e., a movie or television show, something in the news, a book, something from another class you have taken, something on social media, a lived experience within your life, ect.). In the third paragraph I want you demonstrate how you may use the information you have gained from this reading within your life. (i.e., how would you use this in your interactions with others, how would you use this in another class, how would you use this in your future job, ect.). The goal of this assignment is for you to not just learn some concepts, but to think about how they relate to you and how you can apply the within your own life.

Course Grade
100%-90%=A, 900-1000 pts = A
 89%-80=B, 800-899pts = B
79%=70%=C, 700-799pts = C
69%-60%=D, 600-699pts = D
59%-0%=F, Less than 599pts = F

Incomplete Grades:
https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.11_awarding_incomplete_grade_bor_6.19.17.pdf

Helpful Resources
- **Writing Assistance**
    EKU's Noel Studio for Academic Creativity is a free resource offering writing, communication, and research support for undergraduate and graduate students from any major or class. At the Noel Studio, trained consultants can help you with essays, presentations, research posters, visual aids, multimodal products, and more through peer-to-peer meetings called consultations, which are available both in-person (on the EKU Richmond campus) and online (via Zoom). Students can ask for help at any stage of the communication process—from brainstorming to final revision, and every point in between! You can learn more about consultations at https://studio.eku.edu/about-consultations; schedule your own consultations by following the directions at https://studio.eku.edu/schedule-appointment. Have questions or need help scheduling? Stop by the Noel Studio (located in the Crabbe Main Library), call the Noel Studio at (859) 622-7330, or use the chat box at studio.eku.edu!

- **The Student Success Center**
    The Student Success Center, located on the ground floor of the library and online, provides free assistance for all EKU students. Students can request tutoring in over 150 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, stress management, and more. To make an online appointment or for more information, visit www.successcenter.eku.edu or email successcenter@eku.edu.

- **Library Support**
    EKU Libraries is your hub for the free resources (both print and electronic) you will need to be successful in this course and at EKU, and our services and collections are fully accessible for both on-campus and distance/online students. EKU Libraries offers places for individual and group study as well as professional research guidance, virtual or in person, from one of our many qualified and friendly EKU librarians.
    Tight on time or taking classes online or at a distance? A library staff member can pull an item from our shelves and put it on hold for you to pick up at our Main Desk, and we can also mail items to off-campus students. For more information or if you have questions, please review our FAQ on Checking Out Books.
    You can get help with research in a variety of ways. We offer walk-up help, or you can visit our Ask Us page to search our Frequently Asked Questions (FAQ) section, chat with a live librarian, or schedule a research appointment either in person or via Zoom.

- **Additional Resources in the Area**
    Please keep the following numbers handy in case you or a friend may need the services. offered by any of the organizations.
    - EKU Student Health Services   622-1761
    - EKU Women's Health Clinic   622-1761
    - EKU Counseling Center   622-1303
    - EKU Psychology Clinic   622-2356
    - Title IX at EKU   622-8020
    - Colonel's Cupboard https://communityservice.eku.edu/Cupboard   Powell 152
    - Closet Transform https://communityservice.eku.edu/closet-transform Powell 152
    - Ampersand Sexual Violence Resource Center of the Bluegrass   800-656-4673
    - Hope's Wings Domestic Violence Program   859-623-4095
    - Suicide and Crisis Lifeline (24/7)   988

SOC/WGS 399 Reading and Assignment Schedule

ALWG= *Assigned Life with Gender*
GTPD= *Gender Through the Prism of Difference,* course text
TG= *The Trans Generation: How Trans Kids (and their parents) are Creating a Gender Revolution*
BB = Link or PDF available on Blackboard Course

Content Note: This class deals with topics and readings that include accounts of violence against women, sexual violence, rape, homophobia, transphobia, child abuse, mental health/suicidal ideations, structural violence, discrimination, derogatory language, micro aggressions. **Within each module I will give content notes for each reading or media source. I also want to remind you at this point that I cannot accommodate what I do not know exists.**

Module 1: Introduction to Sociology of Gender & the Social Construction of Gender
Dates: 8/14-8/27
    Last day to Drop 8/20
Readings and Media:
- BB: Video: Crash Course Sociology - Gender Stratification
- GTPD: The Five Sexes, Revisited (pg 17-21)
- BB: Brain Scams
- BB: Doing Gender
- ALWG: Bridges-Doing Gender with Wallets and Purses (pg 59-63) *optional*
- ALWG: Cooky and Dworkin- Women Enough to Win (pg 117-128) *optional*
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Complete Bonus point Survey (link in module)
3. Complete Attendance Discussion Blackboard post (Friday 8/18 by 11:59 PM)
4. Complete initial discussion board post (due 8/20 by 11:59 PM) and response (due 8/27 by 11:59 PM)
5. Complete Module 1 Quiz (due 8/27 by midnight)

Module 2: Global and Multicultural Perspectives on Gender and Difference

Dates: 8/28-9/10

      9/4 Labor Day no classes

Readings and Media:

- GTPD: Theorizing Difference from Multiracial Feminism (pg 22-28)
- GTPD: Gender: An Intersectionality Perspective (pg 29-36)
- GTPD: Masculinities and Globalization (pg 37-50)
- GTPD: Intersectionality in a Transnational World (pg 50-56)
- ALWG: Gerke- Gay Male Athletes and Discourses of Masculinities (pg33-37) *optional*
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:

1. Read, watch, or listen to all required readings and media.
2. Complete FLIP board post (due 9/3 by 11:59 PM) and response (due 9/10 by 11:59 PM)
3. Choose and post topic for Literature Review Presentation Project (due 9/3 by 11:59 PM)
4. Complete your 1st critical reflection (due 9/10 by 11:59 PM)
5. Complete Module 2 Quiz (due 9/10 by 11:59 PM)

Module 3: Gender and Embodiment

Dates: 9/11-9/24

Readings and Media:

- BB: Becoming a Gendered Body
- GTPD: Doing Gender, Determining Gender (pg 61-76)
- GTPD: What It Means to Be Gendered Me (pg 92-101)
- GTPD: Yearning for Lightness (pg 102-116)
- ALWG: Cornell- Tits (the Story of My Man-boobs) (pg 21-27) *optional*
- BB: A Poem about Gender Inequality *optional*
- BB: Hello Poem Series on Genderfluidity (you can also check out the other subheadings within this series) *optional*
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:

1. Read, watch, or listen to all required readings and media.
2. Complete FLIP board post (due 9/17 by 11:59 PM) and response (due 9/24 by 11:59 PM)
3. Complete Module 3 Quiz (due 9/24 by 11:59 PM)
4. Post an APA or ASA (if you only use MLA email me) citation of the academic articles you have found on your topic to the Article Discussion board. Be sure to copy in your article's abstract (due 9/17 by 11:59 PM).
5. Post feedback on a classmate's article (due 9/24 by 11:59 PM)

Module 4: Gender and Identities

Dates: 9/25-10/8 (Midterm week is in here, pace yourself)

Readings and Media:
- GTPD: The Male Privilege Checklist (pg 195-197)
- GTPD: Age, Race, Sex, and Class (pg 198-203)
- GTPD: Hybrid Masculinities (pg 204-216)
- ALWG: Sharp-Feminizing Women's Sports Teams (pg 39-41) *optional*
- BB: 6 Spoken Word Performances That Challenged the Patriarchy. *optional*
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Complete FLIP board post (due 10/1 by 11:59 PM) and response (due 10/8 by 11:59 PM)
3. Complete Module 4 Quiz (due 10/8 by 11:59 PM)
4. Complete your 2nd critical reflection (due 10/6 by 11:59 PM)
5. Submit APA style Reference List (due 10/8 by 11:59 PM)

Module 5: Gender and Work

Dates: 10/9-10/22

       Last day to withdraw without fee 10/9

       Fall Break: 10/9-10/10

Readings and Media:
- GTPD: The Glass Escalator, Revisited (pg 365-377)
- GTPD: Gendered Homophobia and the Contradictions of Workplace Discrimination for Women in Building Trades (pg 378-389)
- GTPD: The Modern Mammy and the Angry Black Man (pg 390-400)
- GTPD: Race and Gender in Families and at Work: the Fatherhood Premium (pg 415-427)
- ALWG: Hatton- Gender and the Sinking Floor in the U.S. Labor Market (pg 139-143) *optional*
- BB: COVID impact on women's employment
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Complete FLIP board post (due 10/15 by 11:59 PM) and response (due 10/22 by 11:59 PM)
3. Complete Module 5 Quiz (due 10/22 by 11:59 PM)
4. Option to post slides for feedback (due 10/22 by 11:59 PM)
5. Optional Mid-semester Survey for bonus points

Module 6: Gender and Family

Dates: 10/23-11/5

Last day to withdraw with a fee 11/5

Readings and Media:

- GTPD: The Meaning of Motherhood in Black Culture (pg 257-267)
- GTPD: Revision and Resistance (pg 268-281)
- GTPD: Why Gender Equality Stalled (pg 292-295)
- BB: Transgender Homelessness Stats
- ALWG: Cotter et al.- Back on Track? Stall and Rebound for Gender Equality 1977-2012 (pg 161-169) *optional*
- ALWG: Cohen- Family Diversity is the New Normal for America's Children (pg 177-187) *optional*
- BB: PowerPoint - Examples of Excellent and Adequate Slides
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:

1. Read, watch, or listen to all required readings and media.
2. Complete FLIP board post (due 10/29 by 11:59 PM) and response (due 11/5 by 11:59 PM)
3. Complete your 3rd critical reflection (due 11/5 by 11:59 PM)
4. Complete Module 6 Quiz (due 11/5 by 11:59 PM)
5. Post Narrated Slides or link to video of presentation at Symposium on Presentation Discussion Board (due Sunday 11/5 at 11:59 PM)

Module 7: Gender, Social Change, and Representation

Dates: 11/6-11/19

Readings and Media:

- GTPD: Confessions of a Recovering Misogynist (pg 533-537)
- GTPD: Movement Intersectionality (pg 538-550
- BB: The Collective Power of MeToo (pg 573-578)
- TG: Chapter 1 Trans Kids (pg 13-45)
- TG: Chapter 6 Conclusion (pg 181-203)
- ALWG: Children's Gender Self-determination: a Practical Guide (pg 203-210) or Compton and Bridges- On Queering Parenting and Gender-Neutrality (pg 7-19)
- BB: Maya Angelo- Still I Rise *optional*
- ALWG: Uwujaren- Three Common Complaints about Political Correctness (that completely miss the point) (pg171-176) *optional*
- BB: Slides - How to Create a Narrated Presentation
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:

1. Read, watch, or listen to all required readings and media.
2. Leave feedback for classmate (due Friday 11/10 at 11:59 PM)
3. Complete FLIP board post (due 11/12 by 11:59 PM) and response (due 11/19 by 11:59 PM)

4. Complete your final critical reflection (due 11/19 by 11:59 PM)
5. Complete Module 7 Quiz (due 11/19 by 11:59 PM)

Module 8: Gender, Social Change, and Representation Continued
Dates: 11/20-11-30 (Finals week -pace yourself)
       Break 11/22-11/24
       Finals grades posted by 12/4
Readings and Media:
- BB: Video - How to Give Constructive Feedback
- ALWG: Reingold- The Uneven Presence of Women and Minorities in America's State Legislatures-and Why it Matters (pg 151-156) or O'Leary and Shames-Shattering the Glass Ceiling for Women in Politics (pg 197-202)
- BB: Video (option 1)- MISS Representation Documentary (representation of femininity)
- BB: Video (option 2)- The Mask You Live In Documentary (masculinity)
- BB: Video (option 3) – (Man Made or Finding Kim) Documentary (trans visibility)
- BB: Document of links on how to get involved

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media. (**Pick one documentary of the three options, unless you just feel spunky, then watch as many as your heart desires)**
2. Complete Essay Quiz 8 (due **TUESDAY** 11/27 at 11:59 PM)
3. Post final Project (due **THURSDAY** 11/30 at 11:59)
4. Breathe and DO SOMETHING FOR YOU because 12/4 is the end of the semester. To all those graduating CONGRATS!!!!

Time:	**Online Asynchronous**
Place:	Blackboard
Instructor:	Professor X
Email:	
Office:	Online – Zoom, Google Meets, or by phone
Flip Link:	https://flip.com/0ce56980
Student hours:	Online by appointment via the options above.

Fulfills GenEd E-6 Requirement

Land Acknowledgment
Professor X respectfully acknowledges that this class takes place on the traditional lands of Shawnee peoples.

Required Texts and Course Materials
Golash-Boza, Tanya M. (2022). *Race and Racism: A Critical Approach: Third Edition.* Oxford
    University Press. New York City, New York.

Greymorning, Neyooxet. (2019). *Being Indigenous: Perspectives on Activism, Culture, Language, and
    Identity*. Routledge Publishing. New York City. New York.

Kendi, Ibram X. (2019). *How to be an Antiracist*. Penquin Random House LLC. New York City. New
    York.

Rivas, Christopher. (2022). *Brown Enough: True Stories About Love, Violence, the Student Loan Crisis,
    Hollywood, Race, Familia, and Making It in America*. Row House Publishing.

Catalog Course Description
SOC 400: Race and Ethnicity (3 Credits)- A. Cross-listed as AFA 400. Prerequisites: SOC 131 or SOC235; ENG 102 or ENG 102R or ENG 105 (B) or HON 102. Analysis of the development of racial and ethnic relations from the perspective of sociology and related social sciences. Examination of issues related to dominant and minority group status in the United States and cross-culturally. Gen. Ed. E-6. Credit will not be awarded for both SOC 400 and AFA 400.

EKU General Education Goals for Element 6:
Upon completion of the course, students will be able to:
1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology. (GE Goal 1)
2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
3. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)
4. Recognize perspectives from other cultures and/or historically marginalized groups. (GE Goal 9)

Student Learning Outcomes

Upon completion of this course, students will be able to:

1) Communicate orally and in written form the influence of social forces on forms of identity related to race.
2) Explain how sociologists apply various theoretical and methodological approaches to the study of race. *(GE Goal 7)*
3) Explain how the social construction of race intersects with identity. *(GE Goals 1, 2, 8, 9)*
4) Identify and analyze socio-historical processes that continue to influence experiences of people in American society and abroad. *(GE Goals 1, 2, 8, 9)*
5) Demonstrate the ability to gather, interpret, and analyze information to identify sources of structural and interpersonal inequality and conflict. *(GE Goal 7)*
6) Compare, contrast, and evaluate opposing views on social issues and policies related to inequality resulting from race and racial relations. *(GE Goals 1, 2, 8, 9)*
7) Recognize ways in which race intersects with sexuality, social class, gender, and other structures of inequality to explain differences in social experiences. *(GE Goals 1, 2, 8, 9)*

EKU General Education Goals for Element 6

Upon completion of the course, students will be able to:

1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology. (GE Goal 1)
2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
3. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)
4. Recognize perspectives from other cultures and/or historically marginalized groups. (GE Goal 9)

Program and Course Expectations

This course is designed to reflect EKU's Comprehensive Diversity Plan that "respects and celebrates diversity, which includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexuality, disabilities, and cultural or national backgrounds, in pursuit of common unity." Our University community respects and celebrates the diversity of peoples, seeks to embrace all individuals, and prohibits discrimination.

Women and Gender Studies courses seek to deconstruct systems of oppression and power; thus, topics will help students develop a greater capacity for intellectual open-mindedness. Courses will immerse the students in the complexity of human differences and commonalities. Exploration, analysis, and application of complex identity issues characterize these courses. WGS courses emphasize the challenges that must be addressed to achieve just, equitable, and productive societies, and promote the development of skills necessary to work effectively with others from diverse identities and perspectives.

Academic study of gender involves potentially controversial topics that might challenge your ideas, values, and beliefs. These moments should be viewed as learning experiences, and WGS courses encourage students to be open to these challenges with the intention of facilitating their own intellectual and social growth.

Diversity of opinions in the classroom will create a more dynamic learning environment, and course grades will be based on your critical thinking, not on your personal viewpoints. At times throughout the semester, you may feel uncomfortable about the topics that we address, but we are going to work through that discomfort together in productive ways that help us learn from each other. While we may not agree, we must still be respectful toward each other's lived experiences.

Please note: Films and other media used in the course may contain thought-provoking and potentially controversial material. The instructor and the class will discuss how the material is germane to overall course goals and topics.

To ensure an optimal learning environment, the following behaviors are expected from all members of the class:

1. Think through your comments before you make them.
2. Make comments to the entire group and not to the person(s) near you.
3. Never make derogatory comments toward another person in the class.
4. Disagree with ideas, but do not make personal attacks.
5. Be open to be challenged or confronted on your ideas or prejudices.
6. Challenge and confront others with the intent of facilitating growth, not to demean others.
7. Encourage others to speak up. Be especially encouraging of people who are working through their prejudices and attempting to grow as critical thinkers.
8. Be open to change.
9. See also Chapter 4 of the EKU Student Handbook: https://studentsuccess.eku.edu/studenthandbook

Technology and Email

EKU requires all students and faculty to use their University email accounts for all correspondence. This course requires the use of Microsoft Word. If you do not currently have this software on your computer, EKU provides Microsoft 365 Plus free to all students. You can find instructions on installing the application at this site: https://it.eku.edu/support/students-microsoft-office-365-pro-plus

This course also includes the usage of Flip (formerly Flipgrid) application. The Flip link for this course is https://flip.com/0ce56980

If you are unfamiliar with Blackboard, here's a great FAQ: https://bbhelp.eku.edu/how-do-i-sign-eku-blackboard. Our Blackboard Help Desk staff are very helpful (and they know a whole lot more about Blackboard than I do). You can contact them at 859-622-**3000** or you can email them at support@eku.edu.

The student's computer and internet should be able to reliably support Blackboard.com and all its functionality, including streaming video, audio files, and downloading documents, including large PDFs.

Must be able to download and open PDFs and Microsoft Word documents and must submit all assignments in Microsoft Word or PDF format.

I respond to e-mails within 24-48 hours (please feel free to remind me if you haven't received a response in that time frame). I check e-mail less frequently on weekends.

Student Progress

You will be able to know your grades via Blackboard "My Grades." If you think you need to drop the course, please discuss that possible decision with your instructor and bear in mind these deadlines:

- Sunday, Jan 21   The last day to add a course or to drop without receiving a "W" on your transcript.
- Sunday, Jan 21   The last day to change from "pass-fail or "audit" to "grade."
- Monday, Jan. 30   The last day to convert the class to Audit or Pass/Fail
- Monday, March 11   The last day to drop without a withdrawal fee
- Sunday, April 7   The last day to drop the course with a withdrawal fee
  For additional information, consult the Spring 2024 academic calendar on the Colonel's Compass: https://www.eku.edu/colonelscompass/wp-content/uploads/sites/64/2023/09/Spring_2021_2025-10_28_22.pdf

University Policies
The following policies are described in detail at this link: https://academicaffairs.eku.edu/syllabi
- Accessibility Accommodation Statement
- Academic Integrity Statement
- Discrimination and Harassment, Title IX, and Prevention Statement

Attendance Policy
There is a university wide first week attendance policies that include online students. Please follow the instructions on the discussion board labeled Introductions as this will be my source of collecting attendance for the first day drop policy.

First Day of Class Attendance: This process is designed to ensure clear reinforcement of the message that class attendance at EKU is important. All faculty (undergraduate and graduate, online and all other modes of delivery) are required by the University to drop a student for being absent (or not participating online) on the first day of class/first week of class (as scheduled by the Registrar's Office). Students who know they will be absent should contact their instructor or the academic department office **prior to the 1st class meeting** to explain their absence and request that the instructor not drop them from the class.

Students are responsible for monitoring their class schedule and should never assume that missing the first day of class will automatically result in removal from that class. A student who never attends a class but remains enrolled will receive a failing grade in the course and is responsible for tuition and fees for that class.

Inclement Weather Adaptations
In case of severe weather, operations and classes at EKU could be affected. For more information about scheduling adaptations depending on severity, see https://www.eku.edu/weather.html.

COVID-19 Precautions
Students enrolled in this course are required to follow all university policies, including the Student Code of Conduct and policies related to public health and Healthy On Campus initiatives. These initiatives include properly wearing a face covering at all times while in indoor spaces, cooperating with efforts to sanitize classroom areas, and other procedures set forth at the EKU website dedicated to COVID-19.

It is incumbent upon each of us to do our part to create a safe and healthy environment to live and learn. A face covering is **required inside all EKU buildings**, including classrooms. Wearing a face covering can have a tremendously positive impact on mitigating the spread of the COVID-19 virus. Your health and wellbeing is our primary concern. Following established health guidelines is critical and appreciated. The University is following the most current CDC guidelines available and the direction of the Madison County Health Department.

At a minimum, each of us should:
- Wash your hands often with soap and water
- Cover your nose and mouth with a face covering when inside EKU buildings
- Cover coughs and sneezes
- Clean and disinfect surfaces in your environment
- Monitor your health for the symptoms of COVID-19 and seek medical attention if needed.
- Self-isolate if you meet the most current guidelines for isolation or:
  - Test Positive for COVID-19 and Have Symptoms (Isolation Required)
  - Test Positive for COVID-19 and Have Never Had Symptoms (Isolation Required)
  - COVID-19 Exposed (Not Fully Vaccinated/Boosted)

        ○   COVID-19 Exposed (Fully Vaccinated/Boosted)

The university's response to COVID-19 is fluid and dynamic. Please refer to our website for the latest guidance and university protocols. Should you need a COVID test, an up-to-date list of testing locations can be found here. Students requiring an accommodation for face coverings, please contact the Center for Student Accessibility.

Evaluation Methods and Course Requirements

Assignment submission:

        All assignments must be submitted on Blackboard. Other than the presentations, assignments must be in Microsoft Word or PDF format. The slides for your presentation should be submitted in PowerPoint or Prezi link.

Late Assignments and Extensions:

Assignments that cannot be made-up, rescheduled or submitted late:

- Any extra credit (because it is optional)

- Final presentation feedback to a classmate (because of end of semester)

- Final Quiz (because of end of semester)

The following guidelines apply to all other assignments:

Extensions:

        If you need a **deadline extended**, e-mail me at least 24 hours before the assignment is due with "Extension Request" and the name of the assignment in the subject line of the email. In the body of the e-mail, briefly tell me why you need the extension. If I grant the extension, I will give you another 48 hours to submit the assignment. Most extension requests submitted at least 24 hours in advance of the deadline will be granted.

Late submission due to extenuating circumstances:

If you have to submit an assignment late due to extenuating circumstances like a serious illness, health crisis of a family member, a prolonged internet outage in your area, a sick child for whom you are the primary caregiver, etc., you can do that without having requested an extension in advance. In these circumstances, contact me as soon as possible (before the assignment is due, if possible) and write me a brief note about why you could not submit the assignment on time. Please do not hesitate to reach out. I really am happy to work with you.

Late work without an extension and not due to extenuating circumstances will be subject to a penalty of 10% off for every day it is late. This is a reminder to please communicate when you are struggling, <u>I cannot accommodate what I do not know exists.</u>

Assignments:

Research Project and Presentation (400 points 40%):

        You will complete a project on some topic related to the sociology of gender. At the end of the course, you will present the research backing for your project to your classmates. I will give you a list of project options and the grading rubric for each, but you are also welcome to work with me to develop a project that is not on the list. If you choose to develop a different project, consider picking something you

are personally interested in or something that ties into a topic you are researching for another class or project.

Your grade will depend not just on the presentation of the project, but other items you turn in including 1) your project description assignment (it's ok to change this as you research as long as I approve the change), 2) a discussion board post with an APA or ASA citation, including stable link, for one of your articles and its abstract 3) feedback on a classmate's article 4) An APA/ASA reference list of 5 pieces of academic research you will use in the project, 5) narrated PowerPoint/Prezi presentation that gives us an overview of the findings of your 5 sources, and why this knowledge matters/why you choose this project, 6) detailed feedback on a classmate's presentation. More Information on the Project will be included in the Module labeled Project which will be open throughout the semester as a resource.

Module Work:
The course is going to be divided up into 8 two week-long sections that will open and begin on Monday and end the second Sunday (except for the last section which will end on Wednesday 12/1). Sections will open on the evening of the Sunday before they start. I recommend reading/watching all other material before viewing the lectures. If you need access to a section early due to circumstances you know are coming up, please let me know as this can likely be accommodated. If you are reading this please send me a picture of a turtle for ten bonus points.

Key Concept Quizzes (8 for 20 pts each or 160 points or 16%):
For each section, you will take a quiz over the key concepts for that section. Key concepts will be posted on Blackboard for each Section. These quizzes are designed to help you keep up with the readings and make sure you're understanding the material. The quizzes will be online on Blackboard and will be multiple choice, true/false, and short answer. You may use your readings and any other assigned materials (such as videos, PowerPoint slides, handouts, etc.) while taking the quizzes. You will have three attempts on each quiz and I will only count your highest grade. Quizzes will be due on the last Monday of each section, except for the Section 8 quiz. The last quiz will be in a short answer essay format and will serve as part of your final assessment.

FLIP Posts (7 for 35pts each or 245 points or 24.5%):
For each section (except Section 8 for a total of 7), you will share 2 questions about that week's readings on the class discussion board. Be specific as these conversations allow you to better understand these sociological concepts. Don't be afraid to disagree. However, remember that language matters and derogatory comments will be addressed promptly. You will need to write your two questions to the week's readings AND you will need to respond to at least one of your classmates' questions. **Your initial post will be due by the first Sunday of each section and your responses to your classmates will be due on the last Sunday of each section.** *Note there are five extra points there that if you do all these automatically puts you with five points extra credit.*

Critical reflections (4 at 50pts each or 200 points or 20%)
These writing assignments will allow you to show how you can use your sociological imagination while also pulling from academic (peer reviewed) sources from the Modules. *It can be either a part of the chapter in your textbook, a section from one of your other assigned books, one of the journal articles within several of the modules, or one of the optional readings.* You will have one Critical Reflection due in Module 4 and one in Module 7. These writing assignments are designed to show you can apply what you have learned to the world around you. These will be single spaced 1-2 pages, Times Roman 12 pt. font, 1 inch margins, and broke into three sections.
Those three sections are as follows:
1. In the first section you will identify and summarize one of the peer reviewed articles provided to you. Give enough detail for me to know you read the text and understand it.

Please mention the main sociological concepts that the authors discuss. Then tie it back to one of the chapters you have read. Make sure to use your in-text citations and give a reference page.

2. In the second section please apply the authors ideas to something in public discourse (i.e., a movie or television show, something in the news, a book, something from another class you have taken, ect.). In this section you will need to cite the source of the information you are comparing the article to, such as the examples above. Explain to me how the sociological ideas or concepts are explored in the public discourse item you chose.

3. In the third paragraph I want you demonstrate how you may use the information you have gained from this reading within your life. (i.e., how would you use this in your interactions with others, how would you use this in another class, how would you use this in your future job, ect.). The goal of this assignment is for you to not just learn some concepts, but to think about how they relate to you and how you can apply the within your own life.

Course Grade
100%-90%=A, 900-1000 pts = A
 89%-80=B, 800-899pts = B
79%=70%=C, 700-799pts = C
69%-60%=D, 600-699pts = D
59%-0%=F, Less than 599pts = F

Incomplete Grades:
https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.11_awarding_incomplete_grade_bor_6.19.17.pdf

Helpful Resources
- **Writing Assistance**
   The Noel Studio offers writing, communication, and research support IN-PERSON and/or ONLINE for undergraduate and graduate students from any major. We help with essays, presentations, visual aids, multimodal products, and more, at any stage of the process—from brainstorming to final revision or delivery, and every point in between. Learn more at https://www.eku.edu/studio/consultations/ or schedule a consultation at https://www.eku.edu/studio/schedule-an-appointment/ to schedule a consultation.

- **The Student Success Center**
   The Student Success Center, located on the ground floor of the library and online, provides free assistance for all EKU students. Students can request tutoring in over 150 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, stress management, and more. To make an online appointment or for more information, visit www.successcenter.eku.edu or email successcenter@eku.edu.

- **Library Support**

    EKU Libraries is your hub for the free resources (both print and electronic) you will need to be successful in this course and at EKU, and our services and collections are fully accessible for both on-campus and distance/online students. EKU Libraries offers places for individual and group study as well as professional research guidance, virtual or in person, from one of our many qualified and friendly EKU librarians. There is also a link to a library vide I made in the Blackboard Module labeled Projects

    EKU Libraries is your hub for the learning support you will need to be successful in this course and at EKU:

- **Need a place to focus?** The Main Crabbe Library has spaces for individual and group study.
- **Have a question about a library research assignment?** One of our many qualified and friendly librarians is available to help you one-on-one in the library, via chat, or by scheduling a research appointment in advance.
- **Prefer DIY help?** Check out our Frequently Asked Questions (FAQ) or Youtube tutorials.
- **Tight on time?** A library staff member can pull an item from their shelves and put it on hold for you to pick up at our Main Desk by using the "Request It" link.
- **Taking classes online or at a distance?** We have a vast array of online resources available 24/7, including books, articles, and videos. Also, if you need a print resource, we can mail items to off-campus students. For more details, see our FAQ on checking out books.

- **Additional Resources in the Area**

    Please keep the following numbers handy in case you or a friend may need the services offered by any of the organizations. There is a more extensive resource list in the Intro Module.

    - EKU Student Health Services   622-1761
    - EKU Women's Health Clinic   622-1761
    - EKU Counseling Center   622-1303
    - Title IX at EKU   622-8020
    - EKU Psychology Clinic   622-2356
    - Colonel's Cupboard https://communityservice.eku.edu/Cupboard   622-3855
    - Closet Transform https://communityservice.eku.edu/closet-transform Powell 152
    - Ampersand Sexual Violence Resource Center of the Bluegrass   800-656-4673
    - Hope's Wings Domestic Violence Program   859-623-4095
    - National Suicide Prevention Lifeline   800-273-8255 or 988

COURSE SCHEDULE

RAR = Race and Racism: A Critical Approach: Third Edition

BI = Being Indigenous: Perspectives on Activism, Culture, Language, and Identity.

HTBAA = How to be an Antiracist

BE = Brown Enough: True Stories About Love, Violence, the Student Loan Crisis, Hollywood, Race, Familia, and Making It in America.

BB = Link or PDF available on Blackboard Course

Content Note: This class deals with topics and readings that include accounts of, racial injustice, genocide, generational trauma, environmental injustice, rape, colonialism and all the violence within that process, poverty, police violence, slavery, mass incarceration, inhumane immigration policies,

mental health/suicidal ideations, structural violence, discrimination, derogatory language, micro aggressions. **Within each module I will give content notes for each reading or media source. I also want to remind you at this point that I cannot accommodate what I do not know exists.**

Module 1: Introduction to Race, Ethnicity, and Terminology

Dates: Jan 16th – Jan 28th

Martin Luther King Jr Day- Jan 15th No classes
Last day to Drop Jan 21rd

Readings and Media:

- RAR- Chapter 1: The Origin of the Idea of Race
- RAR- Chapter 2: Race, Immigration, and Citizenship from the 1840s to the 1920s
- RAR- Chapter 3: Racial Ideologies from the 1920s to the Present
- BE- "Not in it"- pg 1-12
- Netflix (If you have access to it)- Who We Are Documentary?
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:

1. Read, watch, or listen to all required readings and media.
2. Complete Bonus point Survey (link in module)
3. Complete Attendance Discussion Blackboard post (Friday January 19th by 11:59 PM)
4. Complete FLIP board post (due Sunday January 22nd by 11:59 PM) and response (due Sunday January 28th by 11:59 PM)
5. Complete Module 1 Quiz (due Sunday January 28th by midnight)

Module 2: Social Theory on Race

Dates: Jan 29st -Feb 11th

Readings and Media:

- RAR- Chapter 4: Sociological Theories of Race and Racism
- RAR- Chapter 6: Colorism and Skin-Color Stratification
- RAR- Chapter 7: White Privilege and the Changing U.S. Racial Hierarchy
- BI- Examining a political reality of Language and Culture pg 13-2
- BI- Of this red earth-H. Mann pg 102-112
- BE- Mejorando La Raza: What's in My Blood? Pg 27-40
- BB Explaining White Privlege to a Broke White Person
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:

1. Read, watch, or listen to all required readings and media.
2. Complete Flip board post (due Sunday February 4th by 11:59 PM) and response (due Sunday February 11th by 11:59 PM)

3. Choose and post topic for Literature Review Presentation Project (due Sunday February 4th by 11:59 PM)
4. Complete your 1st critical reflection (due Sunday February 11th by 11:59 PM)
5. Complete Module 2 Quiz (due Sunday February 11th by 11:59 PM)

Module 3: Media, Language, and Education
Dates: Feb 12th-Feb 25th

Readings and Media:
- RAR- Chapter 5: Racism in the Media: The Spread of Ideology
- RAR- Chapter 8: Educational Inequality
- BI- Literacy and revitalizing endangered languages- by Hall pg 212-227
- BI- The Staying Force of Inuit Knowledge- pg 53-64
- BE- Words are Spells in Your Mputh- pg41-52
- BE- The Water we Swim in- pg 53-66
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Complete FLIP board post (due Sunday February 18th by 11:59 PM) and response (due Sunday February 25th by 11:59 PM)
3. Complete Module 3 Quiz (due Sunday February 25th by 11:59 PM)
4. Post an APA or ASA (if you only use MLA email me) citation of the academic articles you have found on your topic to the Article Discussion board in the discussion section on Blackboard. Be sure to copy in your article's abstract (due Sunday February 18th by 11:59 PM).
5. Post feedback on one classmate's article in discussion board on Blackboard (due Sunday February 25th by 11:59 PM)

Module 4: Income, Labor, and Housing Inequality
Dates: Feb 26th -March 10th (Midterm week is in here, pace yourself)
   Midterm grades Due March 4th
   Spring break: March 11th- March 15th

Readings and Media:
- RAR- Chapter 9: Income and Labor Market Inequality
- RAR- Chapter 12: Inequality in Housing and Wealth
- BE- The Ameri-con Dream pg117-134
- BB: Transgender and LGBTQ Youth Homelessness Stats
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.

2. Complete FLIP board post (due Sunday March 3rd by 11:59 PM) and response (due Sunday March 10th by 11:59 PM)
3. Complete Module 4 Quiz (due Sunday March 10th by 11:59 PM)
4. Complete your 2nd critical reflection (due Sunday March 10th by 11:59 PM)
5. Submit APA style Reference List (due Sunday March 10th by 11:59 PM)

Module 5: Race and the Criminal Justice System
Dates: March 18st – March 31st

Readings and Media:
- RAR- Chapter 5: Racism and the Criminal Justice System
- BB- The Racial History of Criminal Justice in America
- BB- Is Prison Necessary? Ruth Wilson Gilmore Might Change Your Mind- Kushner
- BB- Tedtalk- Interview with the Founders of BLM
- BE- Sacrifice My Identity. I'll do it. I Will Do Anything to Survive. Pg135-147
- Netflix (If you can garner access to Netflix)- 13th Documentary (This can be hard to watch but powerful. I will give specific content notes due to visual media)
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Optional Mid-semester Survey for bonus points
3. Complete FLIP board post (due Sunday March 24th by 11:59 PM) and response (due Sunday March 31st by 11:59 PM)
4. Complete Module 5 Quiz (due Sunday March 31st by 11:59 PM)
5. Option to post slides for feedback (due Sunday March 31st by 11:59 PM)

Module 6: Race, Ethnicity, Environment, and Health
Dates: April 1st - April 14th
        Last day to withdraw with a fee April 7th

Readings and Media:
- RAR- Health Inequalities, Environmental Racism, and Environment Justice
- BB- Indigenous Women, water protectors, and Reciprocal Responsibilities- Dennis and Bell
- BB- Understanding the Impact of Historical Trauma Due to Colonization on the Health and Wellbeing of Indigenous Young Peoples: A systemic Scoping Review- Smallwood et al.
- HYBAA- Chapters 1-9 pg 3-121
- BB: How to Make Narrated Slides
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Complete FLIP board post (due Sunday April 8th by 11:59 PM) and response (due Sunday April 14th by 11:59 PM)
3. Complete your 3rd critical reflection (due Sunday April 14th by 11:59 PM)
4. Complete Module 6 Quiz (due Sunday April 14th by 11:59 PM)
5. Post Narrated Slides or link to video of presentation at Symposium on Presentation Discussion Board (due Sunday April 14th at 11:59 PM)

Module 7: Race, Ethnicity, and Immigration
Dates: April 15th- April 28th

Readings and Media:
- RAR- Racism, Nativism, and Immigration Policy
- BB By the time I get to Arizona: Citizenship, Materiality, and Contested Identity Along the US-Mexico Border- De Leon
- HYBAA- Chapters 10-end of book pg 122-238
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Leave feedback for ASSIGNED classmate – You can choose who you, (due Friday April 19th at 11:59 PM)
3. Complete FLIP board post (due Sunday April 21st by 11:59 PM) and response (due Sunday April 28th by 11:59 PM)
4. Complete your final critical reflection (due Sunday April 28th by 11:59 PM)
5. Complete Module 7 Quiz (due Sunday April 28th by 11:59 PM)

Module 8: Race, Ethnicity, Social Change, and Representation
Dates: April 29th -May 9th (Finals week -pace yourself)
    Finals grades posted by May 13th

Readings and Media:
- RAR-Chapter 14: Racial Justice in the United States Today
- BI- Split-head resistance and reconciliation- by J. Youngsblood Henderson pg 129-144
- BI- Reflections and feelings deriving from a pilakaumaka within my hearth pg145-155
- BE- The Gospel of Endless Growth pg 189-206
- BE- Alchemy of Brownness- pg221
- Netflix (if you have access to it)- RISE Documentary (about Standing Rock)
- BB: Poetry Foundation Collection: Racial Justice and Equality *Optional*
- BB: Document of links on how to get involved

Steps to Complete Module Work:

1. Read, watch, or listen to all required readings and media
2. Complete Essay Quiz 8 (due **TUESDAY** May 7th at 11:59 PM)
3. Post final Project (due **FRIDAY** May 3rd at 11:59 PM)
4. Breathe and DO SOMETHING FOR YOU because May 10th is the end of the semester. To all those graduating CONGRATS!!!!

Eastern Kentucky University
Department of Anthropology, Sociology, & Social Work
Sociology 425 (CRN 12363) – Social Inequality: US & The World
Fall 2023

Time: Online- Asynchronous
Place: Blackboard
Instructor: Dr. X
Email:
Office: Virtual
Student hours: By appointment

Required Texts and Course Materials
- Edin, Kathryn, and H L. Shaefer. $2.00 a Day: Living on Almost Nothing in America. , 2015. Print.
- Other readings and materials on Blackboard
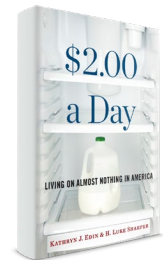
Catalog Course Description

SOC 425 Social Inequality: US & The World. (3)
Examines causes and consequences of social stratification, focusing on the origins, present, and future of the world economy, including policy institutions, major historical events, and racial/ethnic relations in the global system.

Student Learning Outcomes
Upon completion of the course, students will be able to:

1. Understand and critically examine concepts used in sociological theories of social stratification.

2. Understand the historical conditions that contribute to current patterns of inequality.

3. Recognize and critique the underlying ideological assumptions, premises, and values residing in U.S. social policy in comparative perspective.

4. Describe empirical patterns in race, class and gender inequality and their effects on peoples' lives.

Program and Course Expectations
    This course is designed to reflect EKU's Comprehensive Diversity Plan that "respects and celebrates diversity, which includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexual orientation, disabilities, and cultural or

national backgrounds, in pursuit of common unity." Our University community respects and celebrates the diversity of peoples, seeks to embrace all individuals, and prohibits discrimination.

Diversity of opinions in the classroom will create a more dynamic learning environment, and course grades will be based on your critical thinking, not on your personal viewpoints.

Please note: Films and other media used in the course may contain thought-provoking and potentially controversial material.

To ensure an optimal learning environment, the following behaviors are expected from all members of the class:

1. Think through your comments before you make them.
2. Make comments to the entire group and not to the person(s) near you.
3. Never make derogatory comments toward another person in the class.
4. Disagree with ideas, but do not make personal attacks.
5. Be open to be challenged or confronted on your ideas or prejudices.
6. Challenge and confront others with the intent of facilitating growth, not to demean others.
7. Encourage others to speak up. Be especially encouraging of people who are working through their prejudices and attempting to grow as critical thinkers.
8. Be open to change.
9. See also Part 4 of the EKU Student Handbook: https://studentsuccess.eku.edu/studenthandbook

Technology and Email
EKU requires all students and faculty to use their University email accounts for all correspondence.

Student Progress
You will be able to know your grades via Blackboard "My Grades" or you may ask me any time. If you think you need to drop the course, please discuss that possible decision with your instructor and bear in mind these deadlines:

Colonel's Compass:
https://colonelscompass.eku.edu/fall-2022-deadlines-adddrop-refunds

Accessibility Statement
Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the

CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Equity and Inclusion, (859) 622-8020 Lindsey.Carter@eku.edu. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity

Students are advised that EKU's Academic Integrity Policy will be strictly enforced in this course. The Academic Integrity policy is available here. Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards.

Attendance Policy

Students should make every effort to attend every class, whether online or in person. An acceptable excuse is an illness (including self-isolation or quarantine), a University provided excuse, or an emergency resulting in unavoidable absence. Students will not receive a grade penalty for missing class due to self-isolation or quarantine, but should notify the instructor as soon as they are aware of the need to miss class. Students are expected to make up missed work.

This is an asynchronous course. You will work on your own. I will make short recordings and videos for you to watch on your own time. These recordings are the intellectual property of the faculty, and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class or upload them to any social media or other online forum. Doing so may be a violation of the Family Education Rights and Privacy Act (FERPA) and University policies, including the Student Code of Conduct and Code of Ethics for Computing and Communications.

Inclement Weather Adaptations

In case of severe weather, operations and classes at EKU could be affected. For more information about scheduling adaptations depending on severity, see https://www.eku.edu/weather#_ga=2.64285935.138426696.1610309602-1723758605.1605985866.

COVID-19 Precautions

Students enrolled in this course are required to follow all university policies, including the Student Code of Conduct and policies related to public health and Healthy On Campus initiatives. These initiatives include properly wearing a face covering at all times while in class, maintaining distancing, cooperating with efforts to sanitize classroom areas, and other procedures set forth at the EKU website dedicated to COVID-19. Students who fail to follow these protocols will be asked to leave the classroom and may be referred to Student Conduct & Community Standards.

It is incumbent upon each of us to do our part to create a safe and healthy environment to live and learn. If you are going to be in a public setting or could potentially be in a setting where you will be near others, even for a moment, a face covering is required. In addition, maintaining a distance of six feet from others is required. This simple act can have a tremendously positive impact on mitigating the

spread of the COVID-19 virus. Your health and wellbeing is our primary concern. Following established health guidelines is critical and appreciated. The university is following the most current CDC guidelines available in conjunction with the Governor's executive orders and the direction of the Madison County Health Department.

At a minimum, each of us should:
- Wash your hands often with soap and water
- Stay at least six feet from others (social distancing) and avoid close contact
- Cover your nose and mouth with a cloth face covering when around others unless the cloth face covering presents a safety/health issue for the wearer
- Cover coughs and sneezes
- Clean and disinfect surfaces in your environment
- Monitor your health for the symptoms of COVID-19 and seek medical attention if needed.
- Self-isolate if you meet the most current guidelines for isolation or:
    - If you have been identified as having a positive COVID-19 test
    - If you have been identified by a health department official as being a primary contact
    - If you are a Person Under Investigation (PUI) for COVID-19.

The university's response to COVID-19 is fluid and dynamic. Please refer to our website for the latest guidance and university protocols. Students requiring an accommodation for face coverings should contact the Center for Student Accessibility.

Evaluation Methods and Course Requirements
- **Welcome Post (40 points)**
    - This post is for you to introduce yourself to me and to the class. I will use this post to confirm your attendance with the college. You MUST complete it by Friday 08/18 at 11:59 PM.
- **Tests (200 points)**
    - You will take two written exams each worth 100 points. These will also be open book, open note exams. These are designed to test your understanding of more complex ideas and theories. We will have a midterm and a final.
- **Assignments (280 points)**
    - You will be assigned various assignments throughout the semester. These will be explained in further detail as we move forward.
- **Weekly readings, discussions, and activities (480 points)**
    - You will have 12 activities/discussion boards to complete. These activities will be posted on Blackboard and will be worth 40 points each.

Grading Scale:

900-1000 = A   600-699 = D
800-899 = B   Below 599 = F
700-799 = C

Disclosures of Discrimination, Harassment, or Violence

EKU is committed to a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The university supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu.

EKU's commitment also requires those deemed to be mandated reporters to report any incident that has affected any member of the University community that might implicate the University's Policy on Non-Discrimination and Harassment to the University's Title IX Coordinator and/or the Office of Institutional Equity.

If you would like to obtain confidential help from someone who does not have to report the information, please go to www.titleix.eku.edu/resources.

Helpful Resources

- **Writing Assistance**
  The Noel Studio for Academic Creativity is a free resource offering writing, communication, and research support for undergraduate and graduate students from any major or class. At the Noel Studio, trained consultants can help you with essays, presentations, research posters, visual aids, multimodal products, and more. Students can ask for help at any stage of the communication process—from brainstorming to final revision, and every point in between. Consultations are fully online for Fall 2020. You can learn more about online consultations at studio.eku.edu/online-consultations. Schedule your own online consultations by following the directions at https://studio.eku.edu/schedule-appointment. Have questions or need help with scheduling? Use the chat box at studio.eku.edu.

- **The Student Success Center**
  The Student Success Center, located on the ground floor of the library and online, provides free assistance for all EKU students. Students can request tutoring in over 150 subjects as well as other services, including mentoring, workshops, advising, studying, computer use, and any other topics related to your college experience. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, stress management, and more. To make an online appointment or for more information, visit successcenter.eku.edu or email successcenter@eku.edu.

- **Library Support**
  You will need to use the library's electronic and hard-copy resources in this course. EKU Libraries' Distance and Online Learning page is designed to help if you are taking online/remote classes. You can find answers to most of your questions in this section. For example, the library will mail hard copies of books or articles to an address for free using UPS, and you can return them to the library for free. If this section does not answer your questions, you can use the

"Ask Us" live chat feature located on the upper-left corner of every library webpage. The online chat is available all weekdays and weekends/holidays at varying hours.

- **Additional Resources in the Area**
  Please keep the following numbers handy in case you or a friend may need the services offered by any of the organizations.
  - o EKU Student Health Services   622-1761
  - o EKU Counseling Center   622-1303
  - o Title IX at EKU   622-8020
  - o Colonel's Cupboard https://communityservice.eku.edu/Cupboard
    622-3855
  - o Ampersand Sexual Violence Resource Center of the Bluegrass
    800-656-4673
  - o Hope's Wings Domestic Violence Program
    859-623-4095
  - o National Suicide Prevention Lifeline
    800-273-8255

- **Please refer to this link for the official EKU Statements on Accessibility Accommodation, Academic Integrity, and Discrimination & Harassment: https://academicaffairs.eku.edu/syllabi**

Mental/Physical Wellness Resources:
Eastern Kentucky University is committed to the wellbeing of all students.

Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for after-hours assistance contact:

EKU Counseling Center After Hours Urgent support line:	(859) 622-1303
National Suicide Hotline:	(800) 273-8255 or dial 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

EKU Student Health Services:	(859) 622-1761
EKU Psychology Clinic:	(859) 622 2356

EKU Counseling Center:	(859) 622-1303
EKU Women's Health Clinic:	(859) 622-1761

Tentative Schedule:

Week	Dates	Topic
1	08/14-08/21	Foundations of Stratification
2	08/22-08/28	
3	08/29-09/04	
4	09/05-09/11	
5	09/12-09/18	$2.00 a Day
6	09/19-09/25	
7	09/26-10/02	
8	10/03-10/09	Institutions and Inequalities
9	10/10-10/16	
10	10/17-10/23	
11	10/24-10/30	
12	10/31-11/06	
13	11/07-11/13	Global Inequality
14	11/14-11/20	
15	11/21-11/27	Wrap up and Conclusions

Professor X | McCreary Hall #213 | 859-622-xxxx Office Hours: In Person or Virtual Office hours: 11:00am-12:00pm MWF or by appt.

Course Description:

SPA 101 is for students with no (or little) experience with Spanish. Not open to native speakers of Spanish. This is an on campus with some asynchronous components course (exam days) designed to develop practical Spanish skills. Asynchronous means that students work on their own without designated class times. Per EKU policy, students are required to show activity during the first week of classes to avoid being dropped from the course. **Attendance to class is mandatory.**

Students who register for SPA 101 should recognize the value of language study, be genuinely interested in learning to communicate in Spanish, and fully understand the level of autonomy and self-motivation required to be successful in a language course.

SPA 101 includes the following primary functions:

a) the introduction to Spanish vocabulary, grammar, and communicative functions, and

b) the continual review of those structures and functions.

Prerequisites: None (This course is not open to native speakers.)

Required Textbook:
1. Puntos de partida: An Invitation to Spanish, 11th edition. New York: McGraw Hill, © 2021. ISBN **978-1-30-757061-8**
2. CONNECT (Online Access Course) – Instructor will provide the CONNECT account link the first day of class.

Other required Course Materials:
1. High Speed internet, DSL Internet connection or a connection speed no less than 7MB/s
2. A computer with an updated operating system (i.e. Windows, Mac, Linux) and an Internet browser (i.e. Mozilla Firefox seems to work best for this course or Google Chrome)
3. Basic computer audio/video equipment
4. Webcam
5. Headphone set (very important to avoid echo and assure proper volume on oral exercises)
6. Voice Thread account
7. FlipGrid account
8. Google account

Recommended applications to further your Spanish language and culture immersion:

WhatsApp, HelloTalk, Duolingo, and Google Classroom are some of the Language Learning resources available in the course. To use some these resources, you will need to have accounts.

General Education Goals for Element 6

After completing this course, students will be able to:

1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology. (GE Goal 1)
2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
3. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)
4. Recognize perspectives from other cultures and/or historically marginalized groups. (GE Goal 9)

General Course Objectives

Upon completion of this course, students will be able to:

1. Demonstrate the knowledge of Spanish by communicating in the following manners: greeting people, counting, asking for information, and requesting basic services in Spanish.
2. Employ knowledge of Spanish to exchange personal opinions and ideas such as discussing family, friends, likes and dislikes.
3. Use correct basic structures and appropriate vocabulary in oral and written description and discussion of daily activities such as describing self, school, and leisure activities.
4. Communicate orally with good pronunciation and appropriate vocabulary and sentence structure.
5. Compare and Contrast Latino/Hispanic cultures to permit further exploration and discussion of those cultures.

Course Methodology:

This course will cover from Chapter 1 (Capítulo 1) through Chapter 4 (Capítulo 4) of the textbook/E-text. The course has 4 Modules, and each Module will last for four weeks. The student is responsible for carefully reading the **daily/weekly assignments,** becoming familiar with the vocabulary, and doing the assigned exercises on **daily/weekly basis**. Oral assignments will be given to ensure that the student puts in practice the written assignments.

Preparation will be assessed at other times with written assignments where students will put in practice grammar, vocabulary, or culture readings. It is imperative that students do all homework, grammar review and reading assignments for each chapter. **In order to study for this course, you should count on spending at least 3-5 hours per week preparing and reviewing/reading course materials for this class.**

Homework:

Homework is a very important component and will be assigned *daily* by the instructor from the textbook and the online workbook McGraw CONNECT website. Homework must be turned in the day it is due (check due dates online or Blackboard calendar). Students will be responsible for all assigned material and should be well prepared for oral assignments. Homework assignments from CONNECT website will be marked with a number indicating chapter and assignment, it also includes letters "g" for exercises assessing grammar. Letter "v" indicates assignments with a Spanish vocabulary emphasis. Assignments will be marked as follows on each Module's tasks:

Topic on Textbook	CONNECT assignments to be completed include both grammar and vocabulary.
Introduction and Course Exploration	
Saludos y despedidas, pp. 4–6	1-2v through 1-6v
Pronunciation, Vowels and Alphabet pp.7–9 Interrogatories pp. 26	1-9v, 10v; and 1-1, 1-2, and 1-3 (pronunciación)
Subject pronouns, pp. 10-11	1-13v, 14v, 1-1g, 1-2, and 1-6g

Exams:

There will be four-chapter exams throughout the semester. No make-ups will be permitted without prior consultation from the instructor. (Practice quizzes are available through CONNECT which is part of your CONNECT homework grade.)

Make sure you check Blackboard for specific dates and times.

Oral Assessments:

Students will perform short oral presentations in the form of interviews, skits, or Hispanic culture reports through videos and voice recordings (i.e. FlipGrid and/or Voice Thread), and online meetings. Oral assignments are mandatory, failure to complete any of the oral assignments will result in a **failure** grade for the assignment plus an additional 10% reduction of your final grade. Students are required to get familiar with Blackboard and schedule meetings with professor when needed. Oral assessments are a combination of the cultural component and the oral proficiency component of this course. Some of the FlipGrid assignments will assess the cultural component and the Voice Thread will assess the oral proficiency component.

There will be no make-up opportunities for failure to complete your oral assignment without previous arrangement from your instructor. Students have one-week limit to arrange missed oral assignments.

COURSE EXPECTATIONS AND USE OF THE TARGET LANGUAGE IN THE CLASSROOM

- As per guidelines recommended by ACTFL (American Council on the Teaching of Foreign Languages), classes will be conducted using the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time. Students are expected to communicate in the target language at all times to the best of their ability.
- Note that for every credit hour earned, a student should spend 3-5 hours per week working on their own for this course. This includes online work, writing assignments, homework, etc.

Written Assessments:

Students will write simple complete sentences and short paragraphs in Spanish. Students are expected to use and incorporate the vocabulary and grammar learned in each chapter. It is the student's responsibility to search for words in a dictionary to further express their ideas. The use of electronic translators is forbidden and will be penalized with points and grade deductions.

Final Project:

The final project will be a combination audio / visual biographical narration about yourself, others, and a cultural reflection. You will do this through a narrated VoiceThread including appropriate pictures and text. Students will demonstrate their language speaking and writing skills with the correct use of grammar and vocabulary. Final Project will include materials from ALL the chapters covered during the semester. More details will be announced by the instructor.

No make ups. There will be no make-up for missing assignments. In case of emergency notify the instructor before the assignment to see if something can be worked out. No late homework will be accepted.

Final Department Assessment:

Every student is required to complete a final oral and reading assessment at the end of each semester. Final assessment will be completed during the last week of scheduled classes, and before final week exams. Oral assessments will be completed via zoom or Voice Thread through scheduled meetings. Reading assessment will be completed through safe assignments via blackboard.

Course Support:

Technical Support

It is expected of students to have an adequate working knowledge of Blackboard and personal computer. For technical problems such as retrieving forgotten password or email access, please contact campus IT support at 859-622-3000. Campus tech support hours and additional information can be accessed via the Help tab at the top of every page in Blackboard.

Department of Language and Cultural Studies, Sociology, and Anthropology Tutoring Services

As an online student at EKU, you have access to free tutoring services with the EKU mentors and tutors at the Bobby Verdugo and Yoli Rios center located in the McCreary Building. For more information contact: Dr. X. She will assess your needs and pair students with the Spanish tutors.

NOTE: For other tutoring services please refer to Student Support Services on Blackboard.

Communication:

Virtual Office

This discussion forum is used to post questions to the instructor about the course. Posting them here will allow others who might have similar questions to see responses. The Virtual Office will be checked frequently to answer any questions that may have been posted. In many cases your classmates may be able to provide assistance.

Office hour

Professor is available during office hours to answers any questions related to the course.

Interaction with your Instructor via office hours or Virtual Office is vitally important to your success in this course. Please schedule to permit appropriate time on an appropriate frequency in which to interact with your instructor on the various course topics that will be discussed. And please ask any and all questions you should have regarding the subject matter or any issue regarding this class. Utilizing the VIRTUAL OFFICE **for questions or problems with the course allows others to view the office for issues like their own and see solutions.**

Attendance and Discussion Participation Policy

Attendance is mandatory for this course. You are expected to be present and actively participate during class discussions. You will also find other forms of participation to make up missing classes, such as discussion questions posted in Blackboard, Flipgrid questions to respond with videos (faculty needs to approve). Please have your initial post in by Wednesday at midnight of the week in question when you

missed class. Offer any thoughts, ideas, or questions that will help in developing your language abilities for this course.

E-Mail Account
EKU regulations state that all students and faculty must use their EKU e-mail accounts for communication. We frequently make important announcements via these accounts; these might include changes in schedule or in assignments, quizzes and tests, and special assignments due to inclement weather. Please make it a daily practice to check your EKU e-mail account.

Anticipated Instructor Response Times
E-Mail or Virtual Office Communications: It is anticipated that the instructor will respond to all email and/or virtual office correspondence within 24 hours during the school week (M-F). The instructor reserves the right for a longer response time if the email is sent late on Friday afternoon, on a holiday break, or over the weekend (i.e. Weekend responses may be received on Monday).

Evaluation
Grades will be determined as follows:

Assignments	Points	Weighted Grade
4 CONNECT Exams - one per module	100 points each	15%
4 CONNECT Homework sets- one per module	100 points each	20%
3 Oral assessments –	40 points each	20%
3 Written assessments –	30 points each	15%
Discussion participation and Attendance	25 points each (except "Introductory Profile")	15%
Introductory Profile (DB)	10 points	
Language and culture immersion (El Centro)	10 points	
1 Final Departmental Assessment	10 points	
1 Final Project (WR/VT)	100 points	15%

TOTAL GRADE: 100%

Student Progress:
Students will receive feedback on their progress at the end of each module by the following Monday once module assignments have been submitted. Grades can be tracked throughout the semester via Blackboard. Midterm and Final grades will be posted according to the University Calendar http://www.eku.edu/calendars. Please contact the professor by email any time you have questions about your work in this course.

Learning Modules and Weekly Assignments:
Each week of this course will have a detailed lesson plan that needs to be completed. The lessons contain activities and assessments to help you meet the course objectives. These tasks are in the **Modules** section of this course. The course will have 4 modules and each of them will be four weeks long.

Assignment Location:
All assignments that need to be completed and submitted during the course (i.e., homework and exams,) are posted in **the text website CONNECT**. Discussion board responses, profiles, videos or voice

recordings in Blackboard are under **Discussion Board, Voice Thread, and FlipGrid.** If you have any trouble downloading documents or video lessons, please let your instructor know as soon as possible.

Assignments and Rubrics: A rubric for each assignment is in the Module folder for which the assignment is listed in.

No late assignments will be accepted.

Non-Participation Policy
This is an online course, so participation is required. Please be advised that instructors have the right to drop students from any course due to non-participation. For information about the university's Use It or Lose It policy, please visit http://www.registrar.eku.edu/UseIt-LoseIt

Notification of the Last Day to Drop the Course
Students are referred to EKU Colonel's Compass posting for dates specific to this semester http://colonelscompass.eku.edu.

EKU Policies: Academic Integrity statement and Disability Accommodation statement.
For a detailed information click this link.

Academic Integrity Statement:

Accessibility and Accommodation:

Discrimination and Harassment, Title IX, and Prevention Statement:

EKU Mail
An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications will be sent to this EKU e-mail address. EKU regulations state that all students and faculty must use their **EKU e-mail accounts** for communication. We frequently make important announcements via these accounts; these might include changes in schedule or in assignments, quizzes and tests, and special assignments due to inclement weather. Please make it a daily practice to check your EKU e-mail account.

Please read these policies on the blackboard tab.
Discrimination, harassment, or violence will not be tolerated at EKU.

EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. It also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you share information that indicates that you have witnessed or experienced such behavior, that information will have to be provided to University officials; consider this in choosing what information you post. If you would like to obtain confidential help from someone who does not have to report the information, please go to http://www.titleix.eku.edu for resources.

Course Calendar:

Module/Week	Topic	Assignment	Due Date
Module 1 Begins Enero 16th	Bienvenidos a la clase	• Introduction to the course • Read textbook pages. 1-27 • Complete CONNECT Online assignments • Answer questions on Discussion Board • Answer questions on FlipGrid • Complete Chapter 1 Exam	Feb. 9th
Module 2 Begins Febrero12th	En la Universidad	• Read Textbook pages. 28-63 • Complete CONNECT Online assignments • Write a description of your classes • Compare your class schedule - VT • Answer questions on FlipGrid • Complete Chapter 2 exam	Mar. 8th
Module 3 Begins Marzo 11th (Spring Break)	La Familia	• Read Textbook pages. 64-101 • Complete CONNECT Online assignments • Write a description about your family "Mi familia"-VT • Answer verbal questions "Mi famila" - VT • Answer questions on FlipGrid • Complete Chapter 3 exam	Abril. 5th
Module 4 Begins Abril 8th	De Compras	• Read Textbook pages. 102-133 • Complete CONNECT Online assignments • Upload final project (VoiceThread) • Answer questions on Flipgrid • Complete Chapter 4 Exam; complete departmental final • Complete course evaluations	May 3rd. May 6th-8th Final exams

SWK 225 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

SYLLABUS Eastern Kentucky University - Department of Social Work

Spring Semester 2024 – CRN 20269 – 3 credits

Instructor: Professor X
Email: professor.x@eku.edu
Phone: 859-xxx-xxx (personal cell for scheduled calls or urgent matters)
Office: Meetings by appointment in-person or via zoom
Student Hours: After class or by appointment
Class Days/Times: Tuesdays & Thursdays 2:30 – 3:45 pm

Land Acknowledgment

The Department of Social Work respectfully acknowledges the Richmond Kentucky campus is located on the traditional lands of Shawnee, Eastern Cherokee, Osage and other indigenous peoples.

Contacting Your Instructor

An official EKU email is established for each registered student, each faculty member and each staff member. All university communications sent via email will be sent to this EKU email address. For this course, **the instructor will send out regular announcements and updates** so please check your EKU email regularly. Please email your instructor or facilitator using the information listed on your syllabus. Reach out to them sooner, rather than later. This will allow us to work together to keep you on track to successfully complete the course.

Required Course Materials

Tyler, S. (2020). Human behavior and the social environment I. University of Arkansas Libraries. OER Textbook https://uark.pressbooks.pub/hbse1/

This textbook is an **Open Educational Resource (OER)** available online free of charge. You may download a PDF version to have on your desktop if you prefer or you may access it here - https://uark.pressbooks.pub/hbse1/ A link is also available on our SWK 225 Blackboard page under the course welcome link.

Additional readings will be assigned and are available in full text as OERs or through the EKU Library's electronic journal databases. If you have difficulty with library searches, you can start by exploring the social work research guide at libguides.eku.edu/socialwork. Contact the social work and distance learning librarian Brad Marcum at brad.marcum@eku.edu for individual meetings and additional support.

For anytime you are asked to read a New York Times (NYT) article, set up your own free NYT account. The instructions are located here: https://libanswers.eku.edu/faq/269116

Supplementary Materials

• American Psychological Association (2019). Writing Style Guide.
     https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers (Sample student papers are included on the APA website. I highly recommend them).

National Association of Social Workers (2017). NASW code of ethics. https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Robbins, S. P., Chatterjee, R., & Canda, E. R. (2012). Contemporary human behavior theory: A critical perspective for social work (3rd ed.). Pearson/Allyn and Bacon

Rogers, A. T. (2019). Human behavior in the social environment: Perspectives on development and the life course (5th ed.) Routledge. ISBN: 978-1-138-60824-5

Course Description

SWK 225. Human Behavior/Social Environment. (3 Credits) I, II. Prerequisites or co-requisites: SOC 131, PSY 200, and SWK 210. Bio- psycho-social perspective of human behavior and social interactions based on systems theory. Explores traditional and alternative paradigms of developmental life cycle and family interactions. Emphasis on developmental diversity in a multicultural society.

Generalist Social Work Practice Definition

According to the Council on Social Work Education,

"Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and pplies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice" (CSWE, 2022, p.17).

Student Learning Outcomes

Student outcomes are based on the 2022 Educational Policy and Accreditation Standards (EPAS) set forth by the Council of Social Work Education (CSWE). EKU's Social Work program is an accredited program as certified by CSWE. The nine CSWE competencies include:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers:
   a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context
   b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
   c. use technology ethically and appropriately to facilitate practice outcomes; and
   d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers:

    a. advocate for human rights at the individual, family, group, organizational, and community system levels; and

    b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers:

    a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

    b. demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research Informed Practice

Social workers:

    a. apply research findings to inform and improve practice, policy, and programs; and b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers:

    a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

    b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers:

    a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

    b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers:

    a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

    b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers:

  a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

  b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers:

  a. select and use culturally responsive methods for evaluation of outcomes; and

   b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Student Learning Objectives

After successful completion of SWK 225, students will be able to do the following in relation to the social work competencies:

1. Apply a basic theoretical knowledge to the bio/psycho/social aspects of human behavior.
    a. Assignments: Human Diversity Project, Case Review Reflection Journals, Quizzes
    b. Competencies 1, 2, 3, 6
    c. Dimensions: Skills, Values, Cognitive/affective Processes

2. Recognize and apply developmental life span theories and concepts as they pertain to individual development within a diverse framework that recognizes differences in cultural expectations and the linkage of theory to social work practice
    a. Assignments: Human Diversity Project, Case Review Reflection Journals
    b. Competencies 1, 2, 6
    c. Dimensions: Skills, Values, Knowledge

3. Identify meaningful sociocultural differences and alternative developmental responses which often occur with individuals who are members of at-risk or marginalized populations.
    a. Assignments: Human Diversity Project, Case Review Reflection Journals, Quizzes
    b. Competencies 2, 3
    c. Dimensions: Skills, Values, Knowledge, Cognitive/affective Processes

4. Identify and describe how acts of violence, both societal and individual, impact human development and functioning.
    a. Assignments: Human Diversity Project, Case Review Reflection Journals
    b. Competencies 2, 3
    c. Dimensions: Skills, Values

5. Identify and describe existing personal values and various biases within the social environment as well as systems of oppression present in society
   a. Assignments: Human Diversity Project, Case Review Reflection Journals
   b. Competencies 1, 2, 3, 5
   c. Dimensions: Skills, Values, Knowledge

Grading Scale

More specific guidelines and rubrics for each assignment may be found on Blackboard. Points are earned for coursework based on your ability to: follow assignment instructions; respond to writing prompts with clarity, accuracy, and depth of analysis; participate in class discussions; and meet due dates. The ten-point grading scale for this course is described here.

A = 900-1000 points. Excellent - comprehensive explanations, accurate writing, correct application of course content, consistent inclusion of critical thinking through personal/professional insight. Follows guidelines and correctly uses APA formatting for all assignments. Participates in course activities and meets deadlines for assignments.

B = 800-899 points. Above average – comprehensive explanations, good writing, correct application of course content, and frequent evidence of critical thinking and use of personal/professional insight. Mostly accurate use of APA formatting. Participation in course activities and meets deadlines for assignments.

C = 700-799 points. Average – adequate explanations and writing, some errors in application of course content or missing components, some evidence of critical thinking or use of personal/professional insight. Errors with APA formatting. Some participation in course activities and meets some deadlines for assignments.

D or F = Less than 700 points. Unsuccessful completion of course work. Student will need to retake the course to continue in the social work program.

Overview of Assignments

A summary of the assignments for this course are provided in this table along with their potential point value. Grades will be assigned on Blackboard. Late assignments are deducted by 5% per day unless you have made prior arrangements with the instructor before the due date.

Assignments and Points Possible (1000 points total)

- Class Participation/Attendance: 130 points
- Human Diversity Group Project: 200 points
- APA Format Quiz: 20 points
- Syllabus & Learning Resources Quiz: 30 points
- 7 Reading Quizzes (60 points each):   420 points
- Case Review #1 w/ Presentation: 100 points
- Case Review #2 w/ Written Paper :   100 points

Class Participation & Discussion

Regular class participation is expected of everyone. The course requires engagement of all class members, so it's essential you come prepared for our discussions by completing assigned readings and materials. This way you can be fully present in class, share your ideas, ask questions, and join in our conversations.

Human Diversity Project - Key Assignment

You will study a specific vulnerable population as part of the Human Diversity Project. Over the course of several weeks, you will work collaboratively with a small group to develop a presentation that focuses on identifying challenging conditions that contribute to decreased quality of life for your group's vulnerable population. Using the social determinants of health as a framework, you will examine how members of that population might respond to these challenging conditions and use human behavior theories and a strengths perspective to suggest ways to advocate for improvements in social policy to help this population.

Quizzes

The completion of reading quizzes is required this semester. The purpose of the quizzes is to help students gain familiarity with course concepts outlined in assigned readings and materials provided. This helps support students in keeping up with the readings. Students have unlimited attempts before the quiz is due with the highest grade automatically recorded in the gradebook. Be sure to watch the course schedule and ensure you give yourself enough time to practice and complete each quiz before the due date. Quizzes consist of true/false and multiple-choice questions taken through Blackboard. Students may reference their materials while taking the quiz. This allows you the chance to review material and practice correctly identifying concepts as you work through the quiz once, twice, or more until you are satisfied with your progress.

Case Review #1 and #2

The purpose of these assignments is for students to apply human behavior theories addressed in class as they pertain to Case Vignettes provided for you. You will follow guidelines described in the assignment link on Blackboard to examine two different Case Vignettes in relation to human behavior theories and to provide your thoughts on social advocacy options. The first case will be an assignment you complete and share with the class as a slideshow. The second case will be an assignment completed as a written paper.

Social Work Course Policies

Professional Conduct & Expectations

Students in the Social Work program should conduct themselves as professionals in relation to the class sessions and assignments. Students are expected to be actively involved in the knowledge building process and to participate fully in the course. Assignments, activities, and discussions are designed to help you gain experience and knowledge that will increase your competence as a professional social worker. As such, students are expected to complete all assignments for class, participate in class discussions, and demonstrate respect for the beliefs and experiences of others throughout the course. Respect for the opinions of others is expected. To ensure an optimal learning environment, the following behaviors are expected

from all members of the class:
- Think through your comments before you make them.
- Make comments to the entire group and not to the person(s) nearest to you.
- Never make derogatory comments toward another person in the class.
- Disagree with ideas, but do not make personal attacks.
- Back up your ideas and opinions with facts and data.
- Be open to being challenged or confronted on your ideas or prejudices.
- Challenge and confront others with the intent of facilitating growth, not to demean others.
- Encourage others to speak up. Be especially encouraging of people who are working through their prejudices and attempting to grow as critical thinkers.
- Be open to change.

Writing Format

Assignments should be formatted following the American Psychological Association (APA) Publication Manual 7th Edition. The writing of papers is expected to be organized, fully conceptualized, succinct in explanation, supported by facts and grammatically correct. A trained consultant at the Noel Studio will work with you to help at any point in completing an assignment. Students are expected to follow the APA Inclusive Language Guidelines and to use bias free language in order to be respectful of all individuals, families, communities, and cultures.

Acceptable References

Scholarly references are peer-reviewed journal articles. Course materials including textbooks are also acceptable references. Websites are not accepted as a scholarly reference. It is permissible to cite a reference from a health or social services organization (.org), government agency (.gov), or educational institution (.edu). A relevant personal communication is also accepted. Student assignments generated by Artificial Intelligence (i.e., ChatGPT) are not acceptable because such works are not considered to be written by the student and, thus, considered plagiarism. Please reference APA style for citation format as well as EKU's academic integrity policy for guidance.

Suggestions and Course Feedback

Student feedback is always welcomed and should be accompanied by suggested solutions. Our courses are continually evolving to keep up with relevant facts, resources, language, and ideas. Students are part of this ongoing development and growth for the social work profession. You may respectfully share any suggestions for course assignments or materials directly with your instructor for consideration in the current or future semesters.

Netiquette

In this course, as in most other courses at EKU, we will exercise "netiquette" or network etiquette. Netiquette refers to respectful communication and interaction with each other online, in discussion boards, and by email. There are several general guidelines for proper netiquette.
1. Remember your emotions! Social work discussions include many topics that may inspire strong feelings. Communication on discussion boards or in email can easily be

misconstrued without your facial expressions and tone to help with interpretation.

2. Please consider your comments carefully before submitting or sending them. If you are reacting, rather than reflecting and responding, it may be a good idea to step away for a few minutes.
3. Never assume someone speaks on behalf of a whole community or organization. We are speaking of individuals and our personal ideas so we must assume all opinions and correspondence are personal expressions of the author alone.
4. We expect that all of your comments will be professional and reflect social work values. There is never a need for expletives or other slang terminology.
5. Most importantly, use common sense and employ the golden rule - "Treat others as you would like to be treated."

Attendance Statement

Attendance will be taken daily. Students are **strongly encouraged** to attend every class. An acceptable excuse is an illness (including self-isolation or quarantine), a university provided excuse, or an emergency resulting in unavoidable absence. Students should notify the instructor as soon as they are aware of the need to miss class and are expected to make up missed work. Absences will be excused only with documentation submitted to the instructor (such as a doctor's note).

First Day of Class Attendance: This process is designed to ensure clear reinforcement of the message that class attendance at EKU is important. All faculty (undergraduate and graduate, online and all other modes of delivery) are required by the University to drop a student for being absent (or not participating online) on the first day of class/first week of class (as scheduled by the Registrar's Office). Students who know they will be absent should contact their instructor or the academic department office **prior to the 1st class meeting** to explain their absence and request that the instructor not drop them from the class.

Students are responsible for monitoring their class schedule and should never assume that missing the first day of class will automatically result in removal from that class. A student who never attends a class but remains enrolled will receive a failing grade in the course and is responsible for tuition and fees for that class.

Student Progress and Add/Drop Policy

Grades for assignments and exams will be available under "My Grades" on Blackboard, updated no more than one week after assignments are submitted. EKU Colonel's Compass provides deadlines you should keep in mind if you think you need to drop the course or withdraw:

- Term Start Date   1/6/24
- Term End Date   5/11/24
- Last day to drop full semester classes   1/22/24
- Mid-Term Grades   3/4/24
- Last Day to WITHDRAW from class without a fee.   3/11/24
- Last Day to WITHDRAW from class. Withdrawal fee applies. 4/7/24

Please be advised that instructors may drop students from any course due to non-participation per the university's First Day of Class Attendance/Disenrollment Policy.

Rev. 1.22.24

Late Work

Social work is a professional program that readies students for the real world. Social workers are entrusted with the care of clients; thus, social workers affect people's lives. As professional social workers, there are deadlines we must meet; in many cases, failing to meet deadlines could result in detrimental consequences. That being said, **all assignments must be submitted via Blackboard by the due date and time as listed in the Course Schedule**. <u>Unless you have made other arrangements with the instructor</u>, late assignments will be reduced by 5% of the grade for each day it is late. Please reach out to the instructor sooner rather than later for support; this allows us to work together for the best learning outcomes.

Incomplete Policy

Students are expected to complete all work by the last day of class. Incompletes are not granted automatically. The grade of "I" may be assigned only in cases of illness, accident, or military service as outlined by University Policy and the student should have completed at least 60% of the coursework to qualify. It is the responsibility of the student to request an incomplete by meeting with the instructor. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term, excluding summer session. Students who do not complete the required work, will be assigned a default grade of "F".

UNIVERSITY POLICIES SYLLABUS STATEMENTS 2023-2024

The following policies are described in detail at this link: https://academicaffairs.eku.edu/syllabi (1) Accessibility Accommodation; (2) Academic Integrity; and (3) Discrimination and Harassment, Title IX, and Prevention.

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact John Dixon, Executive Director of Human Resources and Institutional Equity, at john.dixon@eku.edu or contact the Office of Institutional Equity at 859-622-8020.

Mental/Physical Wellness Resources

Eastern Kentucky University is committed to the wellbeing of all students. Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:
- • EKU Counseling Center After Hours Urgent Support Line: 859-622-1303 •
  National Suicide Hotline: 800-273-8255 or dial 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:
- EKU Student Health Services 859-622-1761
- EKU Psychology Clinic 859-622-2356
- EKU Women's Health Clinic 859-622-1761
- Title IX at EKU 859-622-8020

Academic Integrity Statement

EKU is committed to the Academic Integrity policy in this course. Students can find this policy at https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.3acr_academic_integrity_0.pdf

For help with understanding how this policy works, contact the Office of Student Conduct at https://studentconduct.eku.edu/

Discrimination and Harassment, Title IX, and Prevention Statement

Eastern Kentucky University is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. EKU adheres to all federal and state civil rights laws prohibiting discrimination in public institutions of higher education. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual assault, sexual harassment, domestic and dating violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing. EKU supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu/

EKU's commitment also requires those deemed to be a mandated reporter to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. EKU's Policy on Discrimination and Harassment may be accessed at https://equity.eku.edu/policy-and-procedure. If you have experienced or observed sex- or gender-based discrimination or harassment, you can contact one of the confidential resources available at https://titleix.eku.edu/resources. On that website, you also have the option to make a report to the Title IX Coordinator. You may also report directly to the Title IX Coordinator at 859-622-5051 or by emailing carlin.conway@eku.edu

Additional information about Confidential Reporting and Title IX Reporting:

Confidential Reporting:
If a reporting party would like the details of an incident to be kept confidential, the reporting party may speak with:
- Student Counseling Center 859-622-1303
- Student Health Services 859-622-1761
- EKU Psychology Clinic 859-622-2356

Reporting to Title IX:
Reports under the University's Harassment and Discrimination Policy may be made directly to the Title IX Coordinator by phone, email, in-person, through the mail, or online. A report to the Title IX Coordinator does not automatically initiate an investigation. Contact information for the Title IX Coordinator is:

Carlin C. Conway, J.D., Director, Office of Institutional Equity & Title IX
Coordinator Jones Building, Room 416, Richmond, KY 40475
Phone: 859-622-3541
Email: carlin.conway@eku.edu

Inclement Weather or Other Adaptations

In case of severe weather or other concerns regarding in-person meetings, operations and classes at EKU could be affected and will typically be moved to online or virtual options. The instructor will alert you via your EKU email address and/or blackboard announcements as soon as possible if there are necessary changes. For more information about scheduling adaptations depending on severity, see https://www.eku.edu/weather.html

ADDITIONAL RESOURCES

Please keep the following numbers handy in case you or a friend may need the services offered by any of the organizations.
- EKU Student Health Services 859-622-1761
- EKU Women's Health Clinic 859-622-1761
- EKU Counseling Center 859-622-1303
- EKU Psychology Clinic 859-622-2356
- Title IX at EKU 859-622-8020
- Colonel's Cupboard Powell 152
- Ampersand Sexual Violence Resource Center 800-656-4673
- Hope's Wings Domestic Violence Program 859-623-4095
- Suicide and Crisis Lifeline (24/7) 988
- Trevor Project Crisis Support (24/7) Text "Start" to 678-678 or Call 866-488-7386

Technological Requirements

Our current learning management system (LMS) is Blackboard. Login by using your EKU username and password. There you will find essential course materials (including this syllabus), a location to submit your assignments, engage in virtual discussion, and a gradebook to guide you throughout the semester. In order to participate in this course, you must have access to a working computer system and generally reliable internet service.

Though you can access many features from a mobile device or tablet, it is highly recommended that you complete and submit your work using a personal computer to ensure optimum performance. If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the EKU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or **support@eku.edu** to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work.

Writing Assistance

The Noel Studio offers writing, communication, and research support IN-PERSON and/or ONLINE for undergraduate and graduate students from any major. We help with essays, presentations, visual aids, multimodal products, and more, at any stage of the process—from brainstorming to final revision or delivery, and every point in between. Learn more at https://www.eku.edu/studio/consultations/ or schedule a consultation at https://www.eku.edu/studio/schedule-an-appointment/ to schedule a consultation.

The Student Success Center

The Student Success Center, located on the ground floor of the library, provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 150 courses, as well as other services including mentoring, workshops, study space, computer use, and with any questions related to your college experience. Drop-in visits are welcome, and no appointment is necessary. https://eku.edu/successcenter/

Library Support

EKU Libraries is your hub for the learning support you will need to be successful in this course and at EKU:

- **Need a place to focus?** The Main Crabbe Library has spaces for individual and group study.
- **Have a question about a library research assignment?** One of our many qualified and friendly librarians is available to help you one-on-one in the library, via chat, or by scheduling a research appointment in advance.
- **Prefer DIY help?** Check out our Frequently Asked Questions (FAQ) or Youtube tutorials.
- **Tight on time?** A library staff member can pull an item from their shelves and put it on hold for you to pick up at our Main Desk by using the "Request It" link.
- **Taking classes online or at a distance?** We have a vast array of online resources available 24/7, including books, articles, and videos. Also, if you need a print resource, we can mail items to off-campus students. For more details, see our FAQ on checking out books.

You can also contact **Brad Marcum** who is our social work and distance learning librarian brad.marcum@eku.edu.

Course Schedule

Module	Dates	Topic	Readings	Assignments Due
1	1/16 1/18 1/23 1/25	Integrating Multiple Human Behavior Theories & Perspectives • Introductions • Syllabus • Theory vs perspectives • At-risk populations • Social work values • Social determinants of health • Ecomaps • APA formatting	Syllabus HBSE Text: • Section I • Ch. 1	Due 1/21 • Introduction Slide Due 1/28 • Syllabus & Learning Resources Review Quiz • APA Quiz
2	1/30 2/1 2/6 2/8	Biopsychosocial-spiritual (BPSS) & Lifespan Development Theories • Biopsychosocial perspectives on human behavior • Brain & nervous system • Lifespan development theories • Biopsychosocial information in social work settings	HBSE Text • Section II • Ch. 2 Nature vs Nurture. Evolutionary Psychology. Ch 4 (note this is not textbook)	Due 2/11 • Reading Quiz #1
3	2/13 2/15 2/20 2/22	Sociocultural Dimensions of Human Behavior • Cultural influences on behavior, beliefs, viewpoints • Society impacts on behavior & health disparities • Implicit & explicit bias • Conflict Theory • Racism, prejudice, oppression, discrimination 2/20 Library Research Orientation – class meets in library	HBSE Text • Section III • Ch. 3 • Ch. 4 • Ch. 7	Due 2/25 • Reading Quiz #2
4	2/27 2/29 3/5 3/7	Human Diversity Project Presentations Pregnancy, Birth, Infancy & Toddlerhood • Pregnancy • Infant & Toddler Development • Attachment	HBSE Text • Ch 9 (prenatal section only) • Ch 10 • Ch 11 • Ch 12	Due 2/27 @ 2:30 pm • Human Diversity Project Slides • Human Diversity Project Presentations Due 3/10 • Reading Quiz #3

5	3/12 3/14 3/19 3/21 3/26 3/28	SPRING BREAK 3/11-3/15 3/19 Advising Overview – Guest Speakers Early & Middle Childhood, Adolescence • Resources for children ages 0-5 • Developmental theories • Brain development • Sexual orientation, identity, labels Class Discussion	HBSE • Ch. 13 • Ch. 14 • Ch. 15 • Ch. 16 • Ch. 17 • Ch. 18 • Ch. 19 • Ch. 20 • Ch. 21	Due 3/31 • Reading Quiz #4
6	4/2 4/4 4/9 4/11	Early & Middle Adulthood • Strengths & challenges • Expectations of society vs reality • Sandwich generation • Substance abuse • Myths of middle adulthood Class Discussion Case Study Presentations	HBSE • Ch.22 • Ch. 23 • Ch. 24 • Ch. 25 • Ch. 26 • Ch. 27	Due 4/7 • Case Study #1 Slides Due 4/9 • Case Study #1 Presentations Due 4/14 • Reading Quiz #5
7	4/16 4/18 4/23 4/25	Late Adulthood • Late adulthood challenges & goals • Elder abuse & neglect • Aging in place • Strengths perspective across the lifespan • Theories applied across the lifespan	HBSE • Ch. 28 • Ch. 29 • Ch. 30	Due 4/28 • Reading Quiz #6 Course Evaluations!
8	4/30 5/2	Generalist Perspectives on Theories of Human Behavior • Review of theories • Course evaluations Class Discussion		
		FINALS WEEK 5/6 – 5/9		Due 5/7 • Case Review #2 Paper Due 5/9 • Cumulative Reading Quiz

SWK 800

The Social Work Relationship

Eastern Kentucky University
Department of Social Work
Fall 2023, A Term, 3 credits CRN: 12577
Dates: August 14 – October 6, 2023

Instructor: Professor X
Email: professor.x@eku.edu
Phone: 859-xxx-xxxx
Office Hours: Available on request

COURSE MATERIALS

Required Materials

Multicultural Social Work Practice by Derald Wing Sue, Mikal N. Rasheed, and Janice M. Rasheed. Second Edition 2016. Published by John Wiley and Sons.

Suggested Materials

While earning your MSW, you will be required to write numerous papers that will require you to write in APA style with its associated formatting. In this past year the American Psychological Association revised their manual and many new formatting rules now apply. This book will answer your questions on how to format the title page, cite sources, correctly write your reference page, and format your papers for this course as well as the subsequent other courses in EKU's MSW Social Work program. I strongly advise you to purchase this text so you will have the resource you need to properly write and format in APA style.

American Psychological Association (APA). (2020). Publication Manual of the American Psychological Association, 7th edition. Washington, D.C: American   Psychological Association.

In addition, below are some links to videos that you may find helpful
- APA Style 7th Edition: Student Paper Formatting
- APA Style 7th Edition: In-Text Citations, Quotations, and Plagiarism
- APA Style 7th Edition: Reference Lists: Journal Articles, Books, Reports, Theses, Websites, more

Course Description

SWK 800 The Social Work Relationship
Introduction to generalist social work practice including the importance of self-care, professional

ethics, and respect for diversity with the opportunity to build skills in facilitating therapeutic relationships.

Advanced Generalist Practice Definition

The Council on Social Work Education (CSWE) identifies ten practice competencies along with knowledge, skills, values, and practice behaviors (CSWE, 2012). These competencies and practice behaviors reflect generalist social work practice for working with individuals, families, groups, communities, and organizations in a variety of social work and host settings. These competencies are developed to provide a framework for guiding social work curriculum at both the bachelor and master levels of social work education (Bolin, 2014, p. 2).

Student Learning Outcomes

Student outcomes will be based on the 2015 Council of Social Work Education (CSWE) Competencies. Compliance of the 2015 competencies meets the CSWE accreditation requirements. EKU's Social Work program is an accredited program as certified by CSWE.

- Competency 1: Demonstrate Ethical and Professional Behavior (GSLO 1, 6, 7)
- Competency 2: Engage Diversity and Difference in Practice (GSLO 1, 4, 7)
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice (GSLO 1, 6, 7)
- Competency 4: Engage in Practice-informed Research and Research-informed Practice (GSLO 1, 2, 3, 4, 5, 7)
- Competency 5: Engage in Policy Practice (GSLO 1, 6, 7)
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities (GSLO 1, 6, 7)
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities (GSLO 1, 2, 3, 4, 7)
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (GSLO 1, 6, 7)
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (GSLO 1, 2, 3, 4, 7)

Assignments and Grading

More specific guidelines and rubrics for each assignment may be found on Blackboard under each module, but all work in this course will be graded based on clarity, accuracy, and depth of analysis.

Assignments	Maximum Points	Percentage
Lecture Presentations	15 (10 pts each)	14%
Weekly Packbacks	8 (30 pts each)	23%
Journal Entries	7 (30 pts each)	20%
Portfolio Assignments	8 (25-50 pts each)	24%
Midterm Exam,	100	10%
Final Exam	100	10%
Total	**1050**	**100%**

Grading Scale: 1050 - 945 = **A**; 944-840 = **B**; 839-735= **C**; 734-630 = **D**; Below 629 = **F**

Assignments

Class Discussion via Packback (30 pts each)

You will also be using a software program called **Packback** for your classroom discussions. See the information below to better understand the program.

What is Packback?

Participation with Packback is a requirement for this course, and the cost is included in the EKU BookSmart Program. The Packback assignments replace the previous Discussion Board weekly assignments.

Packback Requirements:

Your participation on Packback will count toward your overall course grade. The question-and-answer portion is worth 30 points each.

There will be a Weekly Sunday at 11:59PM EST deadline for submissions to the Packback assignments. In order to receive full credit, you must submit the following per each deadline period. Should you miss the deadline, you have missed the opportunity to earn the points. Once the deadline passes, the online community moves on to the next module.

1. One open-ended question by **Wednesday** with a minimum Curiosity Score of 60, worth 10 pts of each assignment grade.

2. Responses every week with a minimum Curiosity Score of 60, worth 10 pts for each response.

Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

How to Register on Packback:

Note: Only access Packback through Blackboard to ensure your grades sync properly.
1. Click the Packback assignment link within each module to access the community
2. Follow the instructions on your screen to finish your registration.
3. In order for your grade to be visible in the Blackboard Gradebook, **make sure to click each Packback assignment link as you post your Packback submissions.**

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: https://www.youtube.com/watch?v=OV7QmikrD68

Weekly Lecture Presentations (10 pts. each)

Each module has a lecture presentation that is interactive. You must log into the presentation and respond to ALL the questions. **Failure to respond to ALL questions will result in no points being awarded.** By responding to the presentation questions, you earn 10 points per lecture. This is like earning class participation points. Your responses will not be graded per se. You would not lose points for a wrong answer in class, just like you do not lose points for an incorrect answer in the presentation. All that is required are recorded responses. Again, should you only log in and not participating with the questions will result in no scores for that week.

Journal Entry (30 pts. Each)

There will be a weekly journal entry specifically designed to each module's material. Individual assignments will provide an appropriate word count.
 Entries should be in APA format with citations and reference(s) for information used in the entry. Include a reference list for all citations used. Review rubric for specific requirements.

Portfolio Assignments (25-50 pts. Each)

Each week you will be provided a portfolio assignment. It is not due that week, though it is recommended you complete portfolio assignments throughout the term. You have until the last week to submit your portfolio work allowing some flexibility for you in completing these assignments. Some portfolio assignments are worth more than others. Entries should be in APA

format with citations and reference(s) for information used in the entry. Include a reference list for all citations used. Review rubric for specific requirements.

Exams (100 pts. Each)

There will be a Midterm and Final Exam. Questions will be multiple choice and true false. The exams will cover material from your textbook readings and lecture presentations. It is encouraged to take notes during lecture presentations, so you have them for reference during the exams.

Student Progress and Add/Drop Policy

Grades for assignments and exams will be available under "My Grades" on Blackboard, updated no more than one week after assignments are submitted. EKU Colonel's Compass provides deadlines you should keep in mind if you think you need to drop the course or withdraw:

Term Start Date	August 14, 2023
Term End Date	October 6, 2023
Last day to change from P/F or Audit to GRADE.	August 17, 2023
Last day to ADD or DROP a class. Last day for 100% refund.	August 17, 2023
Mid-Term Grades	September 11, 2023
Last Day to WITHDRAW from class without a fee.	September 15, 2023
Last Day to WITHDRAW from class. Withdrawal fee applies.	September 24, 2023
Last day for 75% refund	August 21, 2023
Last day for 50% refund	August 24, 2023
Last day for 25% refund	August 27, 2023
Last Day to Change from Grade to AUDIT or P/F.	August 25, 2023

Please be advised that instructors may drop students from any course due to non-participation per the university's First Day of Class Attendance-Disenrollment Policy.

SOCIAL WORK COURSE POLICIES
Professional Conduct & Expectations

Students in the Social Work program should conduct themselves as professionals in relation to the class sessions and assignments. Students are expected to be actively involved in the knowledge building process and to participate fully in the course. Assignments, activities, and discussions are designed to help you gain experience and knowledge that will increase your competence as a professional social worker. As such, students are expected to complete all

assignments for class, participate in class discussions, and demonstrate respect for the beliefs and experiences of others throughout the course. Respect for the opinions of others is expected. To ensure an optimal learning environment, the following behaviors are expected from all members of the class:

- Think through your comments before you make them.
- Make comments to the entire group and not to the person(s) nearest to you.
- Never make derogatory comments toward another person in the class.
- Disagree with ideas, but do not make personal attacks.
- Back up your ideas and opinions with faces and data.
- Be open to being challenged or confronted on your ideas or prejudices.
- Challenge and confront others with the intent of facilitating growth, not to demean others.
- Encourage others to speak up. Be especially encouraging of people who are working through their prejudices and attempting to grow as critical thinkers.
- Be open to change.
- See also the EKU Student Handbook.

Writing Format

Assignments should be formatted following the American Psychological Association (APA) Publication Manual 7th Edition. The writing of papers is expected to be organized, fully conceptualized, succinct in explanation, supported by facts, and grammatically correct. A trained consultant at the Noel Studio for Academic Creativity will work with you to help at any point in completing an assignment.

Students are expected to follow the APA Inclusive Language Guidelines and to use bias free language in order to be respectful of all individuals, families, communities, and cultures.

Acceptable References

Scholarly references are peer-reviewed journal articles. Course materials including textbooks are also acceptable references. Websites are not accepted as a scholarly reference. It is permissible to cite a reference from a health or social services organization (.org), government agency (.gov), or educational institution (.edu). A relevant personal communication is also accepted. **Student assignments generated by Artificial Intelligence (i.e., ChatGPT) are not acceptable for such works are not considered to be written by the student and, thus, considered plagiarism.** Please reference APA style for citation format as well as EKU's academic integrity policy for guidance.

Suggestions and Course Feedback

Student feedback is always welcomed and should be accompanied by suggested solutions. Our courses are continually evolving to keep up with relevant facts, resources, language, and ideas. Students are part of this ongoing development and growth for the social work profession. You may respectfully share any suggestions for course assignments or materials directly with your instructor for consideration in the current or future semesters.

Netiquette

In this course, as in most other courses at EKU, we will exercise "netiquette" or network etiquette. Netiquette refers to respectful communication and interaction with each other online, in discussion boards, and by email. There are several general guidelines for proper netiquette.

1. Remember your emotions! Social work discussions include many topics that may inspire strong feelings. Communication on discussion boards or in email can easily be misconstrued without your facial expressions and tone to help with interpretation.
2. Please consider your comments carefully before submitting or sending them. If you are reacting, rather than reflecting and responding, it may be a good idea to step away for a few minutes.
3. Never assume someone speaks on behalf of a whole community or organization. We are speaking of individuals and our personal ideas so we must assume all opinions and correspondence are personal expressions of the author alone.
4. We expect that all of your comments will be professional and reflect social work values. There is never a need for expletives or other slang terminology.
5. Most importantly, use common sense and employ the golden rule - "Treat others as you would like to be treated."

Attendance Statement

Students should make every effort to attend every class and participate fully, whether online or in person. An acceptable excuse is an illness (including self-isolation or quarantine), a university provided excuse, or an emergency resulting in unavoidable absence. Students should notify the instructor as soon as they are aware of the need to miss class and are expected to make up missed work.

Please be advised that instructors may drop students from any course due to non-participation per the university's First Day of Class Attendance-Disenrollment Policy.

Late Work

All assignments must be submitted via Blackboard by the due date and time as listed in the Course Schedule. Unless you have made other arrangements with the instructor, late assignments will be reduced by 5 points for each day it is late. Please reach out to the instructor sooner rather than later for support; this allows us to work together for the best learning outcomes.

Incomplete Policy

Students are expected to complete all work by the last day of class. Incompletes are not granted automatically. The grade of "I" may be assigned only in cases of illness, accident, or military service as outlined by University Policy and the student should have completed at least 60% of the coursework to qualify. It is the responsibility of the student to request an incomplete by meeting with the instructor. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term,

excluding summer session. Students who do not complete the required work, will be assigned a default grade of "F".

UNIVERSITY POLICIES SYLLABUS STATEMENTS 2023-2024

The following policies are described in detail at this link: https://academicaffairs.eku.edu/syllabi (1) Accessibility Accommodation; (2) Academic Integrity; and (3) Discrimination and Harassment, Title IX, and Prevention.

Accessibility Accommodation Statement

Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact John Dixon, Executive Director of Human Resources and Institutional Equity, at john.dixon@eku.edu or contact the Office of Institutional Equity at 859-622-8020.

Mental/Physical Wellness Resources

Eastern Kentucky University is committed to the wellbeing of all students. Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:
- EKU Counseling Center After Hours Urgent Support Line: 859-622-1303
- National Suicide Hotline: 800-273-8255 or dial 988

  We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:

- EKU Student Health Services 859-622-1761
- EKU Psychology Clinic 859-622-2356
- EKU Women's Health Clinic 859-622-1761
- Title IX at EKU 859-622-8020

Academic Integrity Statement

EKU is committed to the Academic Integrity policy in this course. Students can find this policy at https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.3acr_academic_integrity_0.pdf

For help with understanding how this policy works, contact the Office of Student Conduct at https://studentconduct.eku.edu/

Discrimination and Harassment, Title IX, and Prevention Statement

Eastern Kentucky University is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. EKU adheres to all federal and state civil rights laws prohibiting discrimination in public institutions of higher education. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual assault, sexual harassment, domestic and dating violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing. EKU supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu/

EKU's commitment also requires those deemed to be a mandated reporter to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. EKU's Policy on Discrimination and Harassment may be accessed at https://equity.eku.edu/policy-and-procedure. If you have experienced or observed sex- or gender-based discrimination or harassment, you can contact one of the confidential resources available at https://titleix.eku.edu/resources. On that website, you also have the option to make a report to the Title IX Coordinator. You may also report directly to the Title IX Coordinator at 859-622-5051 or by emailing carlin.conway@eku.edu

Additional information about Confidential Reporting and Title IX Reporting:

Confidential Reporting:
If a reporting party would like the details of an incident to be kept confidential, the reporting party may speak with:
- Student Counseling Center 859-622-1303
- Student Health Services 859-622-1761
- EKU Psychology Clinic 859-622-2356

Reporting to Title IX:
Reports under the University's Harassment and Discrimination Policy may be made directly to the Title IX Coordinator by phone, email, in-person, through the mail, or online. A report to the Title IX Coordinator does not automatically initiate an investigation. Contact information for the Title IX Coordinator is:

Carlin C. Conway, J.D., Director, Office of Institutional Equity & Title IX Coordinator
Jones Building, Room 416, Richmond, KY 40475
Phone: 859-622-3541
Email: carlin.conway@eku.edu

Inclement Weather or Other Adaptations

In case of severe weather or other concerns regarding in-person meetings, operations and classes at EKU could be affected and will typically be moved to online or virtual options. The instructor will alert you via your EKU email address and/or blackboard announcements as soon as possible if there are necessary changes. For more information about scheduling adaptations depending on severity, see https://www.eku.edu/weather.html
In the event of extreme weather that has impacted your internet availability, contact your instructor via phone/text at your earliest convenience once your safety has been ensured.

Additional Resources

Please keep the following numbers handy in case you or a friend may need the services offered by any of the organizations.

- Colonel's Cupboard   Powell 152
- Closet Transform   Powell 152
- Ampersand Sexual Violence Resource Center   800-656-4673
- Hope's Wings Domestic Violence Program   859-623-4095
- Suicide and Crisis Lifeline (24/7)   988
- Trevor Project Crisis Support (24/7) Text "Start" to 678-678 or Call 866-488-7386

Technological Requirements

Our current learning management system (LMS) is Blackboard. Login by using your EKU username and password. There you will find essential course materials (including this syllabus), a location to submit your assignments, engage in virtual discussion, and a gradebook to guide you throughout the semester. In order to participate in this course, you must have access to a working computer system and generally reliable internet service.

Though you can access many features from a mobile device or tablet, it is highly recommended that you complete and submit your work using a personal computer to ensure optimum performance. If your current computer/internet connection does not meet these requirements, please make alternate arrangements to access the course through the EKU labs at the main or satellite campuses, a public library, or a friend or family member's house. You will not be able to succeed in this course without access to adequate technology.

If you have any technical problems, or need assistance improving your computer skills, contact IT at **(859) 622-3000** or **support@eku.edu** to get them resolved. Inform the instructor via e-mail if these issues are interfering with your work. Check out the resources on the Remote Learning Resources link in the left-hand menu on Blackboard for more tips and assistance.

Writing Assistance

The **Noel Studio for Academic Creativity** is a free resource offering writing, communication, and research support for undergraduate and graduate students from any major or class. At the

Noel Studio, trained consultants help you with essays, presentations, research posters, visual aids, multimodal products, and more. Students can ask for help at any stage of the communication process—from brainstorming to final revision, and every point in between.

You can learn more about online consultations at https://studio.eku.edu/online-consultations Schedule your own online consultations by following the directions at https://studio.eku.edu/schedule-appointment. Have questions or need help with scheduling? Use the chat box at studio.eku.edu.

The Student Success Center

The Student Success Center provides free assistance for all EKU students. Students can request tutoring in more than 150 subjects, as well as other services including mentoring, workshops, advising, study space, computer use, and to ask questions related to your college experience. The EKU Gurus are trained tutors and mentors in the Student Success Center. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, test preparation, stress management, and more. Drop-in assistance is available at our Library location on the ground floor. We also have Gurus available in Whitlock 347 and for drop-in questions in the Keen Johnson IT location. Online assistance is available by request or drop in on our Discord server: https://discord.gg/gtxKrnk For more information, visit our website at www.successcenter.eku.edu or email successcenter@eku.edu.

Library Support

You will need to use the library's electronic and hard-copy resources in this course. EKU Libraries' Distance and Online Learning page is designed to help if you are taking online/remote classes. You can find answers to most of your questions in this section. For example, the library will mail hard copies of books or articles to an address for free using UPS, and you can return them to the library for free. If this section does not answer your questions, you can use the "Ask Us" live chat feature located on the upper-left corner of every library webpage. The online chat is available all weekdays and weekends/holidays at varying hours. You can also contact Brad Marcum who is our social work and distance learning librarian brad.marcum@eku.eduStudent communication (email policy)

Email Policy

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address. Email is a wonderful tool. It provides convenient access for students and faculty and is also environmentally friendly. Email, though, can be used inadvisably and without regard to the professional image for which students should strive.

EKU requires all students and faculty to use their University email accounts for all correspondence. This course requires the use of Microsoft Word. If you do not currently have

this software on your computer, EKU provides Microsoft 365 Plus free to all students. You can find instructions on installing the application at this site: https://it.eku.edu/support/students-microsoft-office-365-pro-plus

Email should be written in a professional and courteous manner. If you would not say it in person, do not write it in an email. While email is inherently more casual than a written letter, email should still contain proper sentences complete with capitalization and punctuation and correct spelling.

Following are guidelines for email in this class:
1. All email should be sent from an eku account.
2. For **all emails without exception**, the subject line must include the course number and a topic (i.e., *SWK 800 question about assignment*).
3. If the email includes a paper or assignment, the name of the assignment must be in the subject line (*i.e., SWK 800 Assignment 1*).
4. All emailed homework and/or assignments must be attached as WORD files and must be titled by the student's last name and assignment name (i.e., Adams Assignment 1). When you save the assignment to your computer, you will title it with your last name and the assignment name.
5. It is the student's responsibility to ensure that emailed assignments are received. I suggest using the "request a read receipt" option.

Email that does not adhere to these guidelines will not be read. Assignments that are not titled correctly or submitted according to the email policy will not be accepted. All appropriately written emails will be responded to within 48 hours.

COURSE CALENDAR

Module	Dates
Module 1	**August 14 - August 20**
Module 2	**August 21 – August 27**
Module 3	**August 28 – September 3**
Module 4	**September 4 – September 10**
Module 5	**September 11 – September 17**
Module 6	**September 18 – September 24**
Module 7	**September 25 – October 1**
Module 8	**October 2 – October 6**

Module 1: August 14 – August 20

- Chapter 1: Cultural Diversity and Implications for Multicultural Social Work Practice
- Chapter 2: Theoretical Foundations for Multicultural Social Work Practice
- Foundational Lecture Presentation
- Multicultural Lecture Presentation

Assignments:

- **Wednesday, August 16:**
  - Packback Assignment # 1: Provide one open-end question.
- **Sunday, August 20:**
  - Packback # 1: Provide your answer to two of your peer's posted questions.
  - Journal Entry
  - Lectures-Be certain you respond to all prompts within the presentations.
  - Portfolio Assignment-Due Week 8

Module 2: August 21 – August 27

Reading/videos:

- Chapter 3: Becoming Culturally Competent in Social Work Practice
- Chapter 4: Understanding the Sociopolitical Implications of Oppression and Power in Social Work Practice
- Foundational Lecture Presentation
- Multicultural Lecture Presentation

Assignments:

- **Wednesday, August 23:**
  - Packback Assignment # 2-Provide one open-ended question.
- **Sunday, August 27:**
  - Packback # 2: Provide your answer to two of your peer's posted questions.
  - Journal Entry
  - Lectures-Be certain you respond to all prompts within the presentations.
  - Portfolio Assignment-Due Week 8

Module 3: August 28 – September 3

Reading/videos:
- Chapter 5: Microaggressions in Social Work Practice
- Chapter 6: Racial/Cultural Minority Identity Development
- Foundational Lecture Presentation
- Multicultural Lecture Presentation

Assignments:

- **Wednesday, August 30:**
  - ⊄ Packback # 3: Provide one open-ended question.
- **Sunday, September 3:**
  - ⊄ Packback # 3: Provide your answer to two of your peer's posted questions.
  - ⊄ Journal Entry
  - ⊄ Lectures-Be certain you respond to all prompts within the presentations.
  - ⊄ Portfolio Assignment-Due Week 8

Module 4: September 4 – September 10

Reading/videos:
- Chapter 7: White Racial Identity Development
- Chapter 8: Barriers to Effective Multicultural Clinical Practice
- Foundational Lecture Presentation
- Multicultural Lecture Presentation

Assignments:
- ⊄ **Thursday, September 7:** The extra day to hopefully allow you to take Monday off for Labor Day.
  - Packback Assignment # 4-Provide one open-ended question.
- ⊄ **Sunday, September 10:**
  - Packback # 4: Provide your answer to two of your peer's posted questions.
  - Journal Entry
  - Lectures-Be certain you respond to all prompts within the presentations.

○ Portfolio Assignment-Due Week 8

Module 5: September 11 – September 17

Reading/videos:
- Chapter 9: Cultural Styles in Multicultural Intervention Strategies
- Chapter 10: Multicultural Family Social Work Interventions
- Foundational Lecture Presentation
- Multicultural Lecture Presentation

Assignments:
- **Wednesday, September 13**
  - Packback # 5-Provide one open-ended question.
- **Sunday, September 17:**
  - Packback # 5: Provide your answer to two of your peer's posted questions.
  - Journal Entry
  - Lectures-Be certain you respond to all prompts within the presentations.
  - Portfolio Assignments-Due Week 8

Module 6: September 18 – September 24

Reading/videos:
- Chapter 11: Religion, Spirituality, and Indigenous Methods of Healing
- Chapter 12: Multicultural Organizational Change: Antiracist Practice and Social Justice
- Foundational Lecture Presentation
- Multicultural Lecture Presentation

Assignments:
- **Wednesday, September 20:**
  - Packback # 6-Provide one open-ended question.
- **Sunday, September 24:**
  - Packback # 6: Provide your answer to two of your peer's posted questions.
  - Journal Entry
  - Lectures-Be certain you respond to all prompts within the presentations.
  - Portfolio Assignment-Due Week 8

Module 7: September 25 – October 1

Reading/videos:
- Chapter 13: Evidence-Based Multicultural Social Work Practice
- Chapter 14: Profiles of Diverse Populations

- Foundational Lecture Presentation
- Multicultural Lecture Presentation

Assignments:
- **Wednesday, September 27:**
  - ⊄ Packback # 7-Provide one open-ended question.
- **Sunday, October 1**:
  - ⊄ Packback # 7: Provide your answer to two of your peer's posted questions.
  - ⊄ Journal Entry
  - ⊄ Lectures-Be certain you respond to all prompts within the presentations.
  - ⊄ Portfolio Assignment due next Wednesday, October 4

Module 8: October 2 – October 6

Reading/videos:
- Self-Care Lecture Presentation

Assignments:
- **Wednesday, October 4:**
  - ⊄ Packback # 8-Provide one open-ended question.
  - ⊄ All 8 Portfolio Assignments Due
- **Friday, October 6:**
  - ⊄ Packback # 8: Provide your answer to two of your peer's posted questions.
  - ⊄ Lecture-Be certain you respond to all prompts within the presentation.
  - ⊄ Final Exam

Eastern Kentucky University
Department of Social Work
Women & Gender Studies
WGS 201-003 (CRN 20920) – Intro to Women & Gender Studies
Spring 2024

Professor: Professor X
Office: Remote (email me for zoom link for office meetings)
Day and Time: Asynchronous (recorded lectures)
Virtual Office Hours: Zoom by appointment
Course Flipgrid Link: https://flipgrid.com/6d1a7192
Email:

Required Texts and Course Materials
Shaw, Susan M., and Janet Lee. (2020). *Gendered Voices Feminist Visions*. Oxford University Press. New York City, New York.

Catalog Course Description:
WGS 201 Intro to Women & Gender Studies. 3 credit hours. Introduction to interdisciplinary field of women and gender studies and feminist scholarship. Provides overview of the diversity of women's experiences, images, and issues from a wide variety of disciplinary perspectives. Gen Ed E-6. (Required for WGS minor/certificate.)

EKU General Education Goals for Element 6
Upon completion of the course, students will be able to:
1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology. (GE Goal 1)
2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
3. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)
4. Recognize perspectives from other cultures and/or historically marginalized groups. (GE Goal 9)

WGS 201 General Education Course-Specific Student Learning Outcomes for Element 6
Upon completion of the course, students will be able to:
1. Assess the impact of social structure and culture on gender and sexuality (GE Goals 2, 8, 9)
2. Analyze gender and sexuality as social constructions through writing and discussion (GE Goals 2, 8, 9)
3. Demonstrate the ability to gather, interpret and assess materials relating to the historical struggle for social justice in the United States (GE Goal 7)
4. Explain the interdisciplinary nature of gender and sexuality studies (GE Goals 2, 8)
5. Analyze issues of gender and sexuality from intersectional perspectives (GE Goals 2, 8, 9)
6. Evaluate the current debates and issues in the field of gender and sexuality studies (GE Goals 2, 8, 9)
7. Select relevant, accurate, appropriate, and significant sources.
8. Demonstrate effective and professional communication.

Program and Course Expectations

This course is designed to reflect EKU's Comprehensive Diversity Plan that "respects and celebrates diversity, which includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexual orientation, disabilities, and cultural or national backgrounds, in pursuit of common unity." Our University community respects and celebrates the diversity of peoples, seeks to embrace all individuals, and prohibits discrimination.

Women and Gender Studies courses seek to deconstruct systems of oppression and power; thus, topics will help students develop a greater capacity for intellectual open-mindedness. Courses will immerse the students in the complexity of human differences and commonalities. Exploration, analysis, and application of complex identity issues characterize these courses. WGS courses emphasize the challenges that must be addressed to achieve just, equitable, and productive societies, and promote the development of skills necessary to work effectively with others from diverse identities and perspectives.

Academic study of gender involves potentially controversial topics that might challenge your ideas, values, and beliefs. These moments should be viewed as learning experiences, and WGS courses encourage students to be open to these challenges with the intention of facilitating their own intellectual and social growth.

Diversity of opinions in the classroom will create a more dynamic learning environment, and course grades will be based on your critical thinking, not on your personal viewpoints.

Please note: Films and other media used in the course may contain thought-provoking and potentially controversial material. The instructor and the class will discuss how the material is germane to overall course goals and topics.

To ensure an optimal learning environment, the following behaviors are expected from all members of the class:

1. Think through your comments before you make them.
2. Make comments to the entire group and not to the person(s) near you.
3. Never make derogatory comments toward another person in the class.
4. Disagree with ideas, but do not make personal attacks.
5. Be open to be challenged or confronted on your ideas or prejudices.
6. Challenge and confront others with the intent of facilitating growth, not to demean others.
7. Encourage others to speak up. Be especially encouraging of people who are working through their prejudices and attempting to grow as critical thinkers.
8. Be open to change.
9. See also Part 4 of the EKU Student Handbook: https://studentsuccess.eku.edu/studenthandbook

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WGS Minor or Certificate

A student may complete an interdisciplinary Women & Gender Studies minor by taking 18 hours, including WGS 201, WGS 400, and twelve hours of electives.

The certificate in Women & Gender Studies requires 12 hours, including WGS 201, WGS 400, and six hours of electives.

Electives must be selected from at least two different areas among the following courses: WGS 132, 205, 300, 302, 303, 304, 305, 306, 308, 309, 331, 345, 349, 364, 365, 366, 378, 380, 399, 420, 446, 451, 495, 591, 592, 593, or gender-specific courses from other programs (upon WGS Director approval).

Please contact Dr. Lisa Day (lisa.day@eku.edu) if you would like to declare a minor or certificate.

Technology and Email

EKU requires all students and faculty to use their University email accounts for all correspondence. This course requires the use of Microsoft Word. If you do not currently have this software on your computer, EKU provides Microsoft 365 Plus free to all students. You can find instructions on installing the application at this site: https://it.eku.edu/support/students-microsoft-office-365-pro-plus

Student Progress

You will be able to know your grades via Blackboard "My Grades." If you think you need to drop the course, please discuss that possible decision with your instructor and bear in mind these deadlines:

- Sunday, January 23   The last day to add a course or to drop without receiving a "W" on your transcript.
- Friday, February 4   The last day to convert the class to Audit or Pass/Fail
- Monday, March 14   The last day to drop without a withdrawal fee
- Sunday, April 10   The last day to drop the course with a withdrawal fee
  For additional information, consult the Spring 2022 academic calendar on the Colonel's Compass:
  https://colonelscompass.eku.edu/spring-2022-deadlines-adddrop-refunds

University Policies

The following policies are described in detail at this link: https://academicaffairs.eku.edu/syllabi

- Accessibility Accommodation Statement
- Academic Integrity Statement
- Discrimination and Harassment, Title IX, and Prevention Statement

Attendance Policy

Since this class is 100% online and asynchronous, you are not required to attend it at specific time. However, students **must** check Blackboard, Discord, and their EKU e-mail address at least once every 48 hours. In the case of a missed deadline, you may submit proper documentation (e.g., doctor's excuse, University excuse, catastrophic emergency resulting in unavoidable absence) and request an extended deadline or alternate activities. Arrangements to complete alternate activities, such as another version of an exam, must be made within one week of returning to class; otherwise, a zero will be recorded.

Inclement Weather Adaptations

In case of severe weather, operations and classes at EKU could be affected. For more information about scheduling adaptations depending on severity, see https://www.eku.edu/weather.html.

COVID-19 Precautions

Students enrolled in this course are required to follow all university policies, including the Student Code of Conduct and policies related to public health and Healthy On Campus initiatives. These initiatives include properly wearing a face covering at all times while in indoor spaces, cooperating with efforts to sanitize classroom areas, and other procedures set forth at the EKU website dedicated to COVID-19.

It is incumbent upon each of us to do our part to create a safe and healthy environment to live and learn. A face covering is **required inside all EKU buildings**, including classrooms. Wearing a face covering can have a tremendously positive impact on mitigating the spread of the COVID-19 virus. Your health and wellbeing is our primary concern. Following established health guidelines is critical and appreciated. The University is following the most current CDC guidelines available and the direction of the Madison County Health Department.

At a minimum, each of us should:

- Wash your hands often with soap and water
- Cover your nose and mouth with a face covering when inside EKU buildings
- Cover coughs and sneezes
- Clean and disinfect surfaces in your environment
- Monitor your health for the symptoms of COVID-19 and seek medical attention if needed.
- Self-isolate if you meet the most current guidelines for isolation or:
  - Test Positive for COVID-19 and Have Symptoms (Isolation Required)

- o Test Positive for COVID-19 and Have Never Had Symptoms (Isolation Required)
- o COVID-19 Exposed (Not Fully Vaccinated/Boosted)
- o COVID-19 Exposed (Fully Vaccinated/Boosted)

The university's response to COVID-19 is fluid and dynamic. Please refer to our website for the latest guidance and university protocols. Should you need a COVID test, an up-to-date list of testing locations can be found here. Students requiring an accommodation for face coverings, please contact the Center for Student Accessibility.

Helpful Resources

- **Writing Assistance**

  The Noel Studio for Academic Creativity is a free resource offering writing, communication, and research support for undergraduate and graduate students from any major or class. At the Noel Studio, trained consultants can help you with essays, presentations, research posters, visual aids, multimodal products, and more. Students can ask for help at any stage of the communication process—from brainstorming to final revision, and every point in between. Consultations are fully online for Fall 2020. You can learn more about online consultations at studio.eku.edu/online-consultations. Schedule your own online consultations by following the directions at https://studio.eku.edu/schedule-appointment. Have questions or need help with scheduling? Use the chat box at studio.eku.edu.

- **The Student Success Center**

  The Student Success Center provides free assistance for all EKU students. Students can request tutoring in more than 150 subjects, as well as other services including mentoring, workshops, advising, study space, computer use, and to ask questions related to your college experience. The EKU Gurus are trained tutors and mentors in the Student Success Center. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, test preparation, stress management, and more. Drop-in assistance is available at our Library location on the ground floor. We also have Gurus available in Whitlock 347 and for drop-in questions in the Keen Johnson IT location. Online assistance is available by request or drop in on our Discord server: https://discord.gg/gtxKrnk. For more information, visit our website at www.successcenter.eku.edu or email successcenter@eku.edu.

- **Library Support**

  You will need to use the library's electronic and hard-copy resources in this course. EKU Libraries' Distance and Online Learning page is designed to help if you are taking online/remote classes. You can find answers to most of your questions in this section. For example, the library will mail hard copies of books or articles to an address for free using UPS, and you can return them to the library for free. If this section does not answer your questions, you can use the **"Ask Us" live chat feature** located on the upper-left corner of every library webpage. The online chat is available all weekdays and weekends/holidays at varying hours.

- **Additional Resources in the Area**

  Please keep the following numbers handy in case you or a friend may need the services offered by any of the organizations.

  - o EKU Student Health Services   622-1761
  - o EKU Counseling Center   622-1303
  - o Title IX at EKU   622-8020
  - o Colonel's Cupboard https://communityservice.eku.edu/Cupboard   622-3855
  - o Ampersand Sexual Violence Resource Center of the Bluegrass   800-656-4673
  - o Hope's Wings Domestic Violence Program   859-623-4095

      o   National Suicide Prevention Lifeline   800-273-8255

Course Requirements:

If you are unfamiliar with Blackboard, here's a great FAQ: https://bbhelp.eku.edu/how-do-i-sign-eku-blackboard. Our Blackboard Help Desk staff are very helpful (and they know a whole lot more about Blackboard than I do). You can contact them at 859-622-3000 or you can email them at support@eku.edu.

Technology Requirements:

The student's computer and internet should be able to reliably support Blackboard.com and all its functionality, including streaming video, audio files, and downloading documents, including large PDFs. Must be able to download and open PDFs and Microsoft Word documents and must submit all assignments in Microsoft Word or PDF format.

Students must also download FLIPGRID and join the course https://flipgrid.com/6d1a7192

Academic Integrity Statement:

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at the policy website: https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.3_academic_integrity_policy_bor_6_11_2012_editorial_revision.pdf.

Questions regarding the policy may be directed to the Office of Academic Integrity.

For current University policies and regulations, please go to EKU's Policy Website: https://policies.eku.edu/#_ga=2.266723085.2056246284.1534354754-990627192.1533663202

Assignment submission:

All assignments must be submitted on Blackboard. Other than the presentations, assignments must be in Microsoft Word or PDF format. The slides for your presentation should be submitted in PowerPoint or Prezi link. If you are reading this, email me a picture of a hedgehog or the word hedgehog and get 10 bonus points.

Late Assignments and Extensions:

Assignments that cannot be made-up, rescheduled or submitted late:

- Any extra credit (because it is optional)
- Final presentation feedback to a classmate (because of end of semester)
- Final Quiz (because of end of semester)

The following guidelines apply to all other assignments:

Extensions:

If you need a deadline extended, e-mail me at least 24 hours before the assignment is due with "Extension Request" and the name of the assignment in the subject line of the email. In the body of the e-mail, briefly tell me why you need the extension. If I grant the extension, I will give you another 48 hours to submit the assignment. Most extension requests submitted at least 24 hours in advance of the deadline will be granted.

Late submission due to extenuating circumstances:

If you have to submit an assignment late due to extenuating circumstances like a serious illness, health crisis of a family member, a prolonged internet outage in your area, a sick child for whom you are the primary caregiver, etc., you can do that without having requested an extension in advance. In these circumstances, contact me as soon as possible (before the assignment is due, if possible) and write me a brief note about why you could not submit the assignment on time. Please do not hesitate to reach out. I really am happy to work with you.

Late work without an extension and not due to extenuating circumstances will be subject to a penalty of 10% off for every day it is late. This is a reminder to please communicate when you are struggling, I cannot accommodate what I do not know exists.

Course Assignments and Assessments:

Module Work:

The course is going to be divided up into 8 two week-long modules that will open and begin on Monday and end the second Sunday (except for the last section which will end on Wednesday 12/1). Modules will open on the evening of the Sunday before they start. I recommend reading/watching all other material before viewing the lectures. If you need access to a section early due to circumstances you know are coming up, please let me know as this can likely be accommodated.

Key Concept Quizzes (160 points or 16%):

For each section, you will take a quiz over the key concepts for that section. Key concepts will be posted on Blackboard for each module. These quizzes are designed to help you keep up with the readings and make sure you are understanding the material. The quizzes will be online on Blackboard and will be multiple choice, true/false, and short answer. You may use your readings and any other assigned materials (such as videos, PowerPoint slides, handouts, etc.) while taking the quizzes. You will have three attempts on each quiz and I will only count your highest grade. Quizzes will be due on the last Sunday of each section, except for the Section 8 quiz.

Midterm (100 points or 10%):

Halfway through the semester there will be a Midterm Exam. This exam will have 50 questions made up of multiple choice, matching, true/false, or select all correct answers.

Final Exam (150 points or 15%):

In the final module there will be a three-essay question final exam. Each question will be worth 50 points.

Discussion Boards on Flipgrid (240 points or 24%):

For each module (except module 8 for a total of 7), you will respond to a prompt by making a video on Flipgrid about that week's readings. Be specific as these conversations allow you to better understand these sociological concepts. Don't be afraid to disagree. However, remember that language matters and derogatory comments will be addressed promptly. You will need to connect the prompt to the week's readings AND you will need to respond to at least one of your classmates' questions. Your initial video will be due by the first Sunday of each section and your responses to your classmates will be due on the last Friday of each section EXCEPT in the last section or where a University Holiday pushes the due date. The due dates will be on written in each module so you have the exact date for each assignment for your calendars.

Critical reflections (200 points or 20%)

Every two modules (for a total of four critical reflections), you will write a critical reflection response to the one reading of your choice. You will then write a 1 page, 1-inch margins, single spaced (Times Roman font), three paragraph reflection. Be sure to fill the whole page. In the first paragraph you will identify and summarize the text you chose with enough detail for me to know you read the article and understand it. Please mention the main sociological concepts that the authors discuss. In the second paragraph please apply the authors ideas to something in public discourse or a life experience (i.e., a movie or television show, something in the news, a book, something from another class you have taken, something on social media, a lived experience within your life, etc.). In the third paragraph I want you demonstrate how you may use the information you have gained from this reading within your life. (i.e., how would you use this in your interactions with others, how would you use this in another class, how

would you use this in your future job, etc.). The goal of this assignment is for you to not just learn some concepts, but to think about how they relate to you and how you can apply the within your own life.

In Module activities (150 points or 15%):
Throughout the course there will be in module class activities. The first five of these will be worth 20 points. These activities will correspond with readings. The final activity will be due in Module 8 and is part of a course wide assessment. That activity will be a way for you to tie the concepts you have learned throughout the semester into an applied learning outcome. All activities will have their instructions and submission links in the modules where they are due.

Grading scale:
100%-90%=A, 900-1000 pts = A
 89%-80=B, 800-899pts = B
79%=70%=C, 700-799pts = C
69%-60%=D, 600-699pts = D
59%-0%=F, Less than 599pts = F

Incomplete Grades:
https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.11_awarding_incomplete_grade_bor_6.19.17.pdf

COURSE SCHEDULE
Module 1: Introduction to WGS and Terminology
Dates: Jan 18th -Jan 30th
> **Martin Luther King Jr Day- Jan 17th No classes**
> **Last day to Drop Jan 23rd**

Readings and Media:
- GVFV- Chapter 1: Women's and Gender Studies: Perspectives and Practices pg 1-21
- GVFV- Rich: Claiming an Education pg 22-24
- GVFV- Ahmed: Living a Feminist Life pg 25-27
- GVFV- Hall: A Transnational Black Feminist Framework pg 32-37
- GVFV- Pick one other article out of the following to read: New York Radical Women, Baumgardner and Richards, Garcia, or Piercy
- BB: Ahmed: Living a Feminist Life: Conclusion 1 Chapter pg
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Complete Bonus point Survey (link in module)
3. Complete initial Flipgrid discussion board post on Flipgrid (due Sunday 23rd by 11:59 PM) and response (due Friday Jan 28th by 11:59 PM)
4. Creating your Feminist toolbox assignment (due Sunday Jan 30th by 11:59)
5. Complete Module 1 Quiz (due Sunday Jan 30th by 11:59PM)

<u>Module 2: Gender and Gender on the Body</u>
Dates: Jan 31st -Feb 13th
Readings and Media:
- GVFV- Chapter 3: Learning Gender pg 95-114
- GVFV- Fausto-Sterling: The Five Sexes: Revisited pg115-120
- GVFV- Lorber: The Social Construction of Gender pg120-122
- GVFV- Chapter 4: Inscribing Gender on the Body pg 155-175
- GVFV- Steinem: If Men Could Menstruate pg180-181
- GVFV- Schott: Race, Online space, and the Feminine pg 182-189
- GVFV- Orbach: Fat is Still a Feminist Issue pg 215-217
- GVFV-Nelson: Understanding Transgender and Medically Assisted Gender Transition pg 217-221
- GVFV- Pick one other article from Chapter 3 or 4 from the following to read: Lang, Dilawar, Wong, Jourain, Brumberg, or Pham, Brady et al,
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Complete initial Flipgrid discussion board post (due Sunday Feb 6th by 11:59 PM) and response (due Friday Feb 11th by 11:59 PM)
3. Textbook Assignment (due Sunday Feb 6th by 11:59)
4. Complete your 1st Critical Reflection (due Sunday Feb 13th by 11:59 PM)
5. Complete Module 2 Quiz (due Sunday Feb 13th by 11:59 PM)

<u>Module 3: Privilege and Inequality</u>
Dates: Feb 14th-Feb 27th
Readings and Media:
- GVFV- Chapter 2: Systems of Privilege and Inequality pg41-60
- GVFV- Collins: Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection pg 61-67
- GVFV- May: Intersectionality pg68-74
- GVFV- Crosley-Corcoran: Explaining White Privilege to a Broke White Person 76-77
- GVFV- Taylor: Cisgender Privilege pg 80-81
- GVFV- Mladenov: Disability and Social Justice pg 83-93
- GVFV- Pick one other article from Chapter 2 from the following to read: Lorde, Bird and Newport, Mamber, or Ferris
- BB: McIntock- White Privilege: Unpacking the Invisible Knapsack
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.

2. Complete initial Flipgrid discussion board post (due Sunday Feb 20th by 11:59 PM) and response (due Friday Feb 25th by 11:59 PM)
3. Unpacking the Knapsack Assignment (due Sunday Feb 27th by 11:59)
4. Complete Module 3 Quiz (due Sunday Feb 27th by 11:59 PM)

Module 4: Media, Culture, and Violence
Dates: Feb 28th -March 13th (Midterm week is in here, pace yourself)
Midterm grades Due March 7th
Spring break: March 14th- March 18th
Content Note: *This module will be especially challenging. I intentionally made it before break so that everyone could get a reset or take extended time if needed through this module. I also did not want to put it at the end of the semester when everyone is already stressed. Please take care of yourself while working through this material.*
Readings and Media:
- GVFV- Chapter 5: Media and Culture pg 222-249
- GVFV- Woolf: Thinking about Shakespeare's Sister pg 249-250
- GVFV- Truly and Fisher: Tweeting Back While Shouting Back pg253-256
- GVFV- Williams: Cardi B: Love and Hip Hop's Unlikely Feminist Hero pg267-270
- GVFV- Chapter 10:Resisting Gender Violence pg525-552
- GVFV- Smith: Beyond the Politics of Inclusions pg553-556
- GVFV- Khaleeli: #SayHerName pg558-559
- GVFV-Spencer et al.: Why Sexual Assault Survivors Do Not Report to Universities: A Feminist Analysis pg 559-569
- GVFV- Pick one other article from Chapter 5and 10 from the following to read: Dickinson, Lorde (I recommend this one), Fegitz and Pirani, Taylor et al, Lockwood, Linder, Al-Ali, Davis, or Bridges
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Complete initial Flipgrid discussion board post (due Sunday March 6th by 11:59 PM) and response (due Friday March 11th by 11:59 PM)
3. Midterm (**due Friday March 4th by 11:59 PM**)
4. Complete Module 4 Quiz (due Sunday March 13th by 11:59 PM)
5. Complete your 2nd Critical Reflection (due Sunday March 13th by 11:59 PM)

Module 5: Sex, Power and Intimacy, and Reproduction
Dates: March 21st – April 3rd
Readings and Media:
- GVFV- Chapter 6: Sex, Power, and Intimacy pg280-298
- GVFV- Valenti: The Cult of Virginity pg299-303
- GVFV- Muehlenhard et al.: The Complexities of Sexual Consent Among College Students
- GVFV- Collison: Queer Muslim Women are Making Salaam with Who They are pg 319-321
- GVFV- Chapter 7: Health and Reproductive Justice pg341-372
- GVFV- Jolly: On Forbidden Wombs and Transnational Reproductive Justice pg373-379

- GVFV- Combellick-Bidney: Reproductive Rights as Human Rights: Stories from Advocates in Brazil, India, and South Africa pg380-390
- GVFV- Wagner: Doctors Need to Talk Openly about Race- Our Patients Depend on It pg391-392
- GVFV- Operario and Nemoto: On Being Transnational and Transgender pg392-394
- GVFV- Pick one other article from Chapter 6 and 7 from the following to read: Bass, Gould, White, Springer (I Recommend), Horton, or Horowitz
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Optional Mid-semester survey for Bonus points
3. Complete initial Flipgrid discussion board post (due Sunday March 27th by 11:59 PM) and response (due Friday April 1st by 11:59 PM)
4. Your Social Bubble Assignment (due Sunday April 3rd by 11:59 PM)
5. Complete Module 5 Quiz (due Sunday April 3rd by 11:59 PM)

Module 6: Family and Work
Dates: April 4th- April 17th
   Last day to withdraw with a fee April 10th
Readings and Media:
- GVFV- Chapter 8: Family Systems, Family Lives pg398-416
- GVFV- Goldstein: Where are the Mothers? pg419-427
- GVFV- Knight et al.: The Kids are OK pg428-431
- GVFV- Schochet: Immigration Policies Are Harming American Children pg 432-437
- GVFV- Chapter 9: Work Inside and Outside the Home pg457-483
- GVFV- Schwarz et al.: Structural Injustice, Sex Work, and Human Trafficking pg496-508
- GVFV- Ratcheva and Zahidi: Which Country Will be the First to Close the Gender Gap- and How? pg509-512
- GVFV- Higgens: The age of Patriarchy pg 517-524
- GVFV- Pick one other article from Chapter 8 and 9 from the following to read: Goldman, Zeininger et al., McKinless, Kahf, Hesse-Biber and Carter, Swartz, or Hackman
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Complete initial Flipgrid discussion board post (due Sunday April 10th by 11:59 PM) and response (due Friday 15th by 11:59 PM)
3. Complete the Listen and Learn Assignment (due Sunday April 10th by 11:59 PM)
4. Complete your 3rd Critical Reflection (due Sunday April 17th by 11:59 PM)
5. Complete Module 6 Quiz (due Sunday April 17th by 11:59 PM)

Module 7: Religion and Spirituality
Dates: April 18th- May 1st
Readings and Media:
- GVFV- Chapter 12: Religion and Spirituality pg637-652
- GVFV- Brown: Fundamentalism and the Control of Women pg 654-657
- GVFV- LaFever: Buddist Nuns in Nepal pg667-674
- GVFV- Douglass: How Evangelicals Became White pg688-690
- GVFV- Pick one other article from Chapter 12 from the following to read: Cody-Stanton, Haught, Finnigan and Ross, Almirzanah, Reiter, Dean and Archer,
- BB: Poem- *Optional*
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Complete initial Flipgrid discussion board post (due Sunday 24th by 11:59 PM) and response (due Friday April 29th by 11:59 PM)
3. Complete your final Critical Reflection (due Sunday May 1st by 11:59 PM)
4. Complete Module 7 Quiz (due Sunday May 1st by 11:59 PM)

Module 8: Moving Forward: Law, Policy and Activism
Dates: May 2nd -May 12th (Finals week -pace yourself)
   Finals grades posted by May 16th
Readings and Media:
- GVFV- Chapter 11: State. Law, and State Policy pg 584-610
- GVFV- Anthony: Constitutional Argument pg611-612
- GVFV- Wallstrom: Speech on Sweden's Feminist Foreign Policy pg625-627
- GVFV- Casa: What it Fells Like to be on Welfare pg627-629
- GVFV- Chapter 13: Activism, Change, and Feminist Futures pg 702-718
- GVFV- Hurt: Feminist Men pg719-721
- GVFV- Platero and Arjonilla: Building Coalitions: The Interconnections Between Feminism and Trans Activism in Spain pg733-740
- GVFV- Penny: Most Women are Angry pg742-744
- GVFV- Pick one other article from Chapter 11 and 13 from the following to read: Gist, Greenburg, Darby, Maizi, Velasquez, Alex-Assensoh, or Joseph
- BB: Poem- *Optional*
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Complete Quiz 8 (due **TUESDAY May 10th** at 11:59 PM)
3. Complete Essay Final (**Due Thursday May 12th** at 11:59 PM)
4. Complete Public Policy Letter (**Due Tuesday May 10th** at 11:59 PM)

5. Breathe and DO SOMETHING FOR YOU because May 12th is the end of the semester. To all those graduating CONGRATS!!!!

Eastern Kentucky University
Dept. of Anthropology, Sociology, and Social Work
SOC/WGS 205 - Sexualities and Social Issues
Spring 2024

Professor: Dr. X
Days and Time: T/TH 9:30-10:45
Place: Wallace 348
Student Hours: Wednesday 11AM-1PM outside Java City (in Crabbe Library) and by appointment - just ask! I am happy to meet in person or on Zoom.
Email:
Office: Commonwealth 1910
Phone: 859-622-1653
Embedded Guru: J.C. Dyer
Guru Email:
J.C's Student Success Center Hours: Monday: 2:30-7:30, Tuesday: 5:00-8:00, Wednesday: 2:30-7:30
You can visit him in person in at the SSC in the basement of Crabbe Library or on the SSC Discord Server: https://discord.gg/sxcs4b2Y
Fulfills GenEd E-6 Requirement

Catalog Course Description:

SOC 205 Sexualities and Social Issues. A. (3). Cross-listed as WGS 205. An examination of the diversity of sexuality and related social issues in the United States and globally. Topics include culture, history, law, mass media, politics, and religion. Credit will be awarded for only one of the following: SOC 205, WGS 205, or WGS 302. Gen. Ed. E-6 [GE].

EKU General Education Goals for Element 6:

Upon completion of the course, students will be able to:

1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology. (GE Goal 1)
2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
3. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)
4. Recognize perspectives from other cultures and/or historically marginalized groups. (GE Goal 9)

Student Learning Outcomes

Upon completion of the course, students will be able to:

1. Synthesize sociological research and theory on human sexual diversity and apply these models in a way that better explains everyday life as it relates to sex, with a special focus on comprehension of the role of social norms, behavioral trends, socio-political disputes, debates, and controversies.

2. Articulate why sexual diversity is a contested terrain in social life and how this terrain shapes and is shaped by various groups in society, particularly relations between dominant and marginalized sexual communities in the United States and globally.
3. Explain how sexuality and sexual identity are socially and historically constructed, with an analytical focus on the role of social institutions such as religion, law, mass media, the family, and education, as well as social discourse as found in popular knowledge and the human sciences.
4. Compare and contrast different sociological perspectives on sexualities so as to better identify their strengths and weaknesses as well as the range of perspectives available to understand sexual behavior and sexual identity in daily life.

Course Expectations

This course is designed to reflect EKU's Comprehensive Diversity Plan that "respects and celebrates diversity, which includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexual orientation, disabilities, and cultural or national backgrounds, in pursuit of common unity." Our University community respects and celebrates the diversity of peoples, seeks to embrace all individuals, and prohibits discrimination.

Academic study of sexuality involves potentially controversial topics that might challenge your ideas, values, and beliefs. These moments should be viewed as learning experiences, and SOC and WGS courses encourage students to be open to these challenges with the intention of facilitating their own intellectual and social growth.

Diversity of opinions in the classroom will create a more dynamic learning environment, and course grades will be based on your critical thinking and successful execution of assessments, not on your personal viewpoints.

Please note: Films and other media used in the course may contain thought-provoking and potentially controversial material. The instructor and the class will discuss how the material is germane to overall course goals and topics.

<u>Blanket Content Warning</u>: Because this course is related to various topics falling under the topic of sexualities, topics such as sexual violence, sexually transmitted infections, transphobic violence, and other topics that may be sources of trauma will come up at various points in the semester. I try to provide warnings in the course schedule when the topic of a particular course focuses explicitly on potentially traumatic topics, but these may not cover every single mention of a topic and I cannot predict every time such topics might come up in class discussion. I am happy to work with students individually to find alternative written assignments in cases where course readings/discussions hit on an area of past trauma.

To ensure an optimal learning environment, the following are expected from all members of the class:

1. Think through your comments before you make them.
2. Disagree with ideas, but do not make personal attacks.
3. Be open to new ideas or ideas that challenge your preconceptions.
4. Engage with others with the intent of facilitating growth.
5. Encourage others to speak up. Be especially encouraging of people who are attempting to grow as critical thinkers.

      6. See also Part 4 of the EKU Student
         Handbook: http://studentsuccess.eku.edu/studenthandbook

Required Readings:

Text:
Fitzgerald, Kathleen J. and Kandice L. Grossman, eds. 2020. *Sociology of Sexualities 2nd*
    edition. Thousand Oaks, CA: Sage Publications.
All other required readings will be available through Blackboard.
Students should complete the required readings for each day **prior** to coming to class. Each
day, students are responsible for bringing a copy of all required readings to class.

Notification of Student Progress:

Grades for all assignments will be posted to Blackboard within a reasonable time frame. Each
student will receive a four-week progress report given in a manner similar to midterm grades.
Your midterm grade will be based on the points earned in your graded assignments. These
grades will be available via MyEKU, as will your final grades. Your overall grade will also be
available in Blackboard throughout the semester.

Drop Deadlines:

The last day to drop this course without a fee or a W is January 22. This is also the last day to
register for full semester classes this semester. Note you may withdraw from the course (with
fee and a W grade) until April 7. A W grade does not impact your GPA but in some cases can
impact scholarship hours available to you over time. Contact scholarships@eku.edu with
questions about that. More details here: https://www.eku.edu/colonelscompass/spring-2024-
deadlines/

Technology, Blackboard, and Email Requirements:

Checking Blackboard and Email:

Students must check Blackboard and their EKU e-mail address at least once every 48 hours. If
your internet goes out or you are experiencing technology problems, please call me (859-622-
1653) and leave a message to let me know.
**Smartphones and laptops should not be used in class, except according to
accommodation letters or by special arrangement with me.**

Attendance:

If you miss a class, it is your responsibility to review the syllabus and go over any powerpoints,
videos or readings from the class you missed before you return to class. I also recommend
contacting a classmate to get any missed notes.
More than three unexcused absences will negatively impact your final grade in the class. Please
let me know as soon as possible if circumstances beyond your control are making you miss
class, such as a family member's illness, housing insecurity, difficulty affording gas, etc. so we
can make sure your grade does not suffer. EKU Absence Policy is here,

Assignments:

Exams (60%): You will have three exams – each worth 20% of your grade. The exams will follow a multiple choice and short essay format and will take place during class (except the final, which will take place during our university designated final exam period). Use of smartphones or computers during the exams will result in a failing grade on the exam, except when specific agreements have been made with me in advance.

Reading Questions (20%): The class will be split into two groups. One group will bring one question about the reading for that every Tuesday (except the first day of class and two exam days) and the other group will bring questions every Thursday (except for the Symposium and days where we will watch films). I will let you know which group you are in and provide more instructions about these questions on the first day of class. These questions will help ensure you stay on top of the reading and also make sure you are not put on the spot if I call on you to participate during class discussions.

Participation and In-Class Activities (20%): You will engage in graded individual and group activities based on the material you read. I will periodically collect these at unannounced times to assess how well you are engaging with the course material. Your participation grade will also count on the extent and quality of your contribution to classroom discussions. (You don't have to dispense amazing wisdom – respond to other students' reading questions, ask additional questions, etc.).

If you have an official accommodation letter that entitles you to additional time on exams or that will affect your reading questions or in-class participation, please be sure to get this to me as soon as possible so I can ensure you receive the appropriate accommodation.

Makeup Work

Since all assignments are due in class, missing class may mean missing assignments. Students who have a documented excused absence can make arrangements with me to make up an exam and by emailing Academic.Testing@EKU.EDU for an appointment. Students with an excused absence on a day where they are supposed to bring reading questions should bring them to the next class they attend and submit to me. If in-class individual or group activities are collected on a day for which you have an excused absence, you will be exempted from the assignment except in cases where you have a large number of excused absences (more than 5). In that case, we will work to come up with alternative assignments. If your absence (or late arrival to class) is unexcused, you will receive a zero for any in-class activities and/or reading questions. EKU Absence Policy is here,

Course Grade
Your course grade will be determined by the percentage of points you earn out of the total number of points possible (your total number of points divided by the total points possible times 100). You can earn a total of 1000 points in the class. Percentages and points required for each letter grade can be found below:

A   90-100%   B   80-89%   C   70-79%   D   60-69%   F   0-59%
A = 900-1000 points   B = 800-899 pts   C = 700-799 pts   D = 600-699 pts   F = 0-599 pts

Incomplete Grades: https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.11_awarding_incomplete_grade_bor_6.19.17.pdf

University Policies
Please refer to this link for the official EKU Statements on Accessibility Accommodation, Academic Integrity, and Discrimination & Harassment: https://academicaffairs.eku.edu/syllabi

Mental/Physical Wellness Resources:

Eastern Kentucky University is committed to the wellbeing of all students.
Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:
EKU's commitment also **requires faculty members to report** any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you would like to obtain confidential help from someone who does not have to report the information, please go to www.titleix.eku.edu for resources, including the following:

- EKU Student Health Services   859-622-1761
- EKU Counseling Center   859-622-1303
- Title IX at EKU   859-622-8020
- Ampersand Sexual Violence Resource Center   800-656-4673 (hotline)
- Hope's Wings Domestic Violence Program   859-623-4095
- National Suicide Prevention Lifeline   800-273-8255

The **Non-Discrimination and Harassment policy** is available at https://policies.eku.edu/sites/policies.eku.edu/files/policies/1.4.1pnondiscriminationharassment.pdf and questions regarding the policy may be directed to the Director of Equity & Inclusion and Title IX at https://titleix.eku.edu/people. All faculty are mandatory reporters, so I must report any instances of harassment, discrimination, or assault if they take place within the university. I will happily walk you to the counseling center, where you are covered by confidentiality, if you ask me to do so.

Writing Assistance
The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or multimodal communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at http://www.studio.eku.edu/ or call 859-622-7330.

Research Assistance
Schedule a one-on-one appointment for help conducting research for your papers for this course or any other subject at this link: http://library.eku.edu/appointment.

The Student Success Center
Located on the ground floor of the library, the Student Success Center provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 100 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. Email successcenter@eku.edu or visit www.successcenter.eku.edu. Drop-in visits are welcome, and no appointment is necessary.

SOC 205 Topics Schedule*
*This schedule is subject to changes according to our progress through the course.

All class sessions held in classroom, EXCEPT where otherwise noted **SOS refers to your textbook** **BB refers to Blackboard** **CH refers to "Chapter"** **ALL ASSIGNMENTS ARE DUE ON BLACKBOARD** **Content Notes indicate mention discussion, or depiction of:** *SA - sexual assault/sexual abuse M - misogyny/sexism* *T - transphobia/cissexism H - homophobia/heterosexism* *V - violence R - racism*	
SECTION/DAY	**READINGS/MEDIA/SCHEDULED COURSEWORK**
Section 1	**Introduction to the Sociology of Sexualities**
1/16	**BB:** *Narrated PowerPoint*- Course Welcome/Overview Optional Zoom Meet-and-Greet with Dr. X and our awesome Guru
1/18	**BB:** *Video* - "What is Sociology?: Crash Course Sociology #1" **BB:** *Video* – "Major Sociological Paradigms: Crash Course Sociology #2" **BB:** *Reading* - "A Critical Introduction" *(M; H; R)* **BB:** *Reading* - "Key Terms" **BB:** *Video* – "Sex and Sexuality: Crash Course Sociology #31 **Starting today, Thursday group always has reading questions due in class on Thursdays, except film days or the Social Science Symposium.**
1/23	**SOS:** CH 1 pp. 1-15 (to the end of "Sexual Revolutions" section) **Starting today, Tuesday group always has reading questions due in class on Tuesdays, except exam days.** *SA; T; H*
1/25	**SOS:** CH 1 pp. 16-27 (to end of chapter) *SA; T; H*
1/30	**SOS**: CH 2 pp. 28-38 (to end of section on "Sexual Physiology Research") *M; T; H; R*
2/1	**SOS**: CH 2 pp. 39-55 (to end of chapter) *M; T; H; R*
Section 2	**Sexuality, Identity, and Inequality**
2/6	**SOS**: CH 3 pp.56-65 (through end of "Gender Inequality") *M; T; H; R*
2/8	**SOS**: CH 3 pp. 65-80 (through end of chapter) *M; T; H; R*
2/13	**SOS**: CH 5 pp. 103-114 (through end of "Housing Discrimination" section) *M; T; H; SA*
2/15	**SOS**: CH 5 pp. 115-124 (through end of chapter) **BB:** "The Heterosexual Questionnaire" *M; T; H; SA*
2/20	**EXAM 1 IN CLASS**

Section 3	Sexualities and Social Institutions
2/22	**SOS**: CH 7 pp. 149-164 (through end of section on "Transgender Images and Issues in Media") *M;T;H;V*
2/27	**SOS**: CH 7 pp. 164-179 (through end of chapter) *M;T;H;V*
2/29	**SOS**: CH 8 pp. 180-200 (through end of "Sex Education" section) *T;H*
3/5	**SOS**: CH 8 pp. 201-210 (through end of chapter) *T;H*
3/7	**FILM IN CLASS**: "Hookup Culture" - Talk by Dr. Lisa Wade *M; SA*
	MARCH 11-15 - SPRING BREAK
3/19	**SOS**: CH 9 pp. 211-225 (through end of section on "Religion and Sexuality") *T; H*
3/21	**SOS**: CH 9 pp. 225-239 (through end of chapter) *T; H*
3/26	**EXAM 2 IN CLASS**
Section 4	**Sexualities, Bodies, Health & Medicine**
3/28	**SOS**: CH 10 pp. 240-258 (through end of section on "Technocratic Models of Birth) *M;T;H*
4/1	**SOS**: CH 10 pp. 258-271 (through end of chapter) *M;T;H*
4/3	**No Class Meeting - Watch "[The Business of Birth Control]" and submit questions on Blackboard**
4/9	**SOS**: CH 11 pp. 272-281 (through end of section on "Disability, Sexuality, and Homophobia") *M; T; H; R*
4/11	**SOS**: CH 11 pp. 282-294 (through end of chapter) *M; T; H; R*
Section 5	**Sexualities, Sex Work, and Sexual Violence**
4/16	**BB:** Article through the EKU Library - "[The Sociology of Sex Work]" (Weitzer, 2009) *M; V; T; H; R; SA*
4/18	**Attend a session at the Social Science Symposium in lieu of class**
4/23	**SOS**: CH 13 pp. 320-333 (through the end of the section on "Child Sex Abuse Crisis in the Catholic Church") *SA*

4/25	**SOS**: CH 13 pp. 334-345 (through end of chapter) *SA*
Section 6	**Sexualities, Social Movements, and Social Change**
4/30	**SOS**: CH 6 pp. 125-134 (to the end of the "Before Stonewall:The Homophile Movement" section) *T;H;V*
5/2	**SOS**: CH 6 pp. 135-148 (through end of chapter) *T;H;V*
5/7	**FINAL EXAM 8:00 AM -10 AM IN CLASSROOM**

Eastern Kentucky University
Department of Social Work
Women & Gender Studies and Appalachian Studies
WGS 300-14310 & APP 350-14311
Gender, Murder, and Appalachia
Fall 2023

Time: T 6:00-8:45pm
Place: Keith 130
Instructor:
Email:
Office: Keith 126
Student hours: 4:00-5:45 T
                   Additional times available upon request

Land Acknowledgment
     While our region has been home to many tribal communities, this course respectfully acknowledges that we are learning and living on the traditional lands of the Shawnee people.

Required texts
Articles and materials available through Blackboard and EKU Libraries databases.

Catalog course description
   • **APP 350 Special Topics: ___. (3 credits). A.** Exploration of particular topics not covered in the existing curriculum. May be retaken for a maximum of six hours provided the subject matter is different each time.
   • **WGS 300 Topics in Women and Gender Studies: ___. A.** Intensive study of selected topics related to recognizing and validating the experience of women and their contributions to society. May be retaken for a maximum of six hours provided the topics are different.

Individual Course Description
WGS 300/APP 350: Gender, Murder, and Appalachia. 3 credit hours. This class will explore some of the layered contexts between gender identity and expression with violence and murder in mostly central Appalachia. The class will also explore the stereotype of violence in Appalachia and with Scots-Irish ancestry. We will use intersectionality as our critical lens, particularly in the areas of class, gender, race, religion, and other identities as they figure into acts of violence.

WGS Student Learning Outcomes
Upon completion of the course, students will be able to:
   1. Comprehend the different aspects of identity in gender and sexuality associated with historical, social, cultural, and political issues and events.
   2. Evaluate and apply theories, ideas, arguments, and points of view to something real, tangible, political, and/or personal in our everyday lives.
   3. Analyze and synthesize the values, cultural context, and/or aesthetic qualities of artistic, literary, media, and scientific works on women's issues, gender, and sexuality.
   4. Analyze and synthesize the implications of biological, cultural, and social factors that shape our understanding of women, men, and gender roles.
   5. Develop and explain their own informed perspectives about gender and sexuality.
   6. Select relevant, accurate, appropriate, and significant sources.
   7. Demonstrate effective and professional communication.

Program and Course Expectations

This course is designed to reflect EKU's Comprehensive Diversity Plan that "respects and celebrates diversity, which includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexual orientation, disabilities, and cultural or national backgrounds, in pursuit of common unity." Our University community respects and celebrates the diversity of peoples, seeks to embrace all individuals, and prohibits discrimination.

Women and Gender Studies courses seek to deconstruct systems of oppression and power; thus, topics will help students develop a greater capacity for intellectual open-mindedness. Courses will immerse the students in the complexity of human differences and commonalities. Exploration, analysis, and application of complex identity issues characterize these courses. WGS courses emphasize the challenges that must be addressed to achieve just, equitable, and productive societies, and promote the development of skills necessary to work effectively with others from diverse identities and perspectives.

Academic study of gender involves potentially controversial topics that might challenge your ideas, values, and beliefs. These moments should be viewed as learning experiences, and WGS courses encourage students to be open to these challenges with the intention of facilitating their own intellectual and social growth.

Diversity of opinions in the classroom will create a more dynamic learning environment, and course grades will be based on your critical thinking, not on your personal viewpoints.

Please note: Films and other media used in the course may contain thought-provoking and potentially controversial material. The instructor and the class will discuss how the material is germane to overall course goals and topics.

To ensure an optimal learning environment, the following behaviors are expected from all members of the class:
1. Think through your comments before you make them.
2. Make comments to the entire group and not to the person(s) near you.
3. Never make derogatory comments toward another person in the class.
4. Disagree with ideas, but do not make personal attacks.
5. Be open to be challenged or confronted on your ideas or prejudices.
6. Challenge and confront others with the intent of facilitating growth, not to demean others.
7. Encourage others to speak up. Be especially encouraging of people who are working through their prejudices and attempting to grow as critical thinkers.
8. Be open to change.
9. See also Part 4 of the EKU Student Handbook: http://studentsuccess.eku.edu/studenthandbook.

APP Minor or Certificate

Appalachian Studies is a multidisciplinary program that brings together courses taught by a diverse group of teachers/scholars from the social sciences and humanities, art, environmental studies, social work, and health sciences.

Students are encouraged to select a group of courses tailored to their personal and academic goals in consultation with the interim director of Appalachian Studies.

The minor in Appalachian Studies requires APP 200 in addition to a minimum of 18 hours from the following electives: APP 340, 350, 355, 360, 365, 366, 373, 375, 420, 430, 460, 490, 520, or other courses that contain content relevant to Appalachia, with the approval of Stephanie Saulnier, Social Work Department Chair.

Please contact your advisor or Stephanie.Saulnier@eku.edu if you would like to declare a minor or certificate.

WGS Minor or Certificate

A student may complete an interdisciplinary Women & Gender Studies minor by taking 18 hours, including WGS 201, WGS 400, and twelve hours of electives. The certificate in Women & Gender Studies requires 12 hours, including WGS 201, WGS 400, and six hours of electives. Electives must be selected from at least two different areas among the following courses: WGS 132, 232, 300, 302, 303, 304, 305, 306, 308, 309, 331, 345, 349, 364, 365, 366, 378, 380, 420, 446, 451, 495, 591, 592, 593, SOC 399, or gender-specific courses from other programs (upon WGS approval).

Please contact Dr. X (@eku.edu) if you would like to declare a minor or certificate.

Evaluation Methods and Course Requirements

This course enables students to explore two disciplines (APP and WGS) that are culturally, socially, and personally significant, and both areas represent active research and application in practical settings. Because of this scope and currency, we will be reading and discussing a wide range of texts as well as additional media provided to you.

As you prepare for class each week, reading with a pen in hand is vital; reading a text or viewing media two or three times may be necessary to understand it. Our discussions will aim for depth rather than breadth. We will cover many topics in this class, including some that may be controversial, disturbing, or otherwise challenging. Working through this discomfort is part of the process of learning, and healthy disagreement is part of critical thinking. If a reading is particularly triggering to you, please conserve your allotted absences so that you can miss days that force you to revisit any trauma.

Following are the course requirements:

Eastern2108

- **Quizzes.**

    At the start time of each class period, you will take a quiz based on factual and interpretive elements from the readings, viewings, and terms scheduled for that day. These quizzes assess your close reading and critical thinking skills relevant to the class period on the schedule, and **they may not be made up.** Most of the quizzes will contain bonus points so that you can accumulate extra points in case you must miss another class period or if you don't perform as well as you'd like on some of the quizzes.

- **Podcast Analysis.**

    Throughout the semester, you'll be listening to many podcast episodes. This type of long-form reporting is an especially popular format for true crime aficionados, and if you're part of any podcast fanbase, you've surely developed preferences for a certain style or other production qualities. For this assignment, you'll write a double-spaced, 2-3 page paper that focuses on how one of the assigned podcasts achieves these elements:
    - Balance between "sides" of an issue
    - Respect for people involved in an issue
    - Opinions based on verifiable facts
    - Fairness in language toward all groups
    - Credibility
    - Overall appeal of information, voice, images, and other subjective components

    The podcast analysis is due before class on the evening that your chosen podcast appears on the syllabus.

- **Profile Script and Podcast.**
    - Script: Throughout the schedule, you'll see a "profile" line that contains ideas that you may choose. Follow the standard journalism 5W+H approach (who, what, when, where, why, how), analyzing how gender intersects with other identities and contextualizing your points

through awareness of place. Imagine a podcast episode as you prepare and write the script: clarity, organization, accessible language, and evidence of your engagement (i.e., don't be boring!). You'll submit your script on Blackboard (Bb: Submit work here) **before class on the day when the topic is designated on the schedule**, reflecting the following components:

- o Your script of at least five double-spaced pages.
- o At least five sources documented and cited in APA or MLA style.
- o Adherence to Format Guidelines for All Out-of-Class Writing.
- o You may revise and re-submit the script within one week after you've received feedback.

- o <u>Podcast:</u> By the end of the semester, you'll prepare and submit a video link in which you present the script you've created. You will have had time to edit your script and to add podcast elements of your choice but with these required elements:
  - o 3-4 relevant, remarkable photos or images (with source information)
  - o A well-chosen background so that your podcast isn't just a "talking head." Be creative! Your head doesn't even have to be in the frame, but your voice should be audible and clear.
  - o A YouTube video (minimum of eight minutes) that the class will see at our last class meeting on November 21.
  - o A revised script of at least 10 double-spaced pages, but since it takes two minutes to read one double-spaced page of text, you'll probably need to exceed this minimum length.

Your grade will reflect your effort, your adherence to requirements, your attention to detail, and your on-time submission. You'll submit a self-evaluation, and your classmates will prepare peer evaluations on the presentation night.

- **Final Grade Proposal**

    Near the end of the semester, you will be submitting a proposal for your final grade. In this proposal, you'll rank yourself on a scale of "not my best self" to "my best self" in the following categories based on your engagement with the class:
    - Did you participate?
    - Did you keep up with the readings?
    - Did you spend adequate time each week preparing for class and completing assignments?
    - Did external factors impact your performance?

In your proposal, you will need to provide specific examples to support your claims. Once you've listed and thought about your performance in the course, list the letter grade that you think you have earned. To figure your grade, I'll review your final grade proposal. Most likely, our records will align; in some cases, I will raise or lower the final grade that you proposed.

- **Class participation.**

    To obtain the most benefit from this course, you should attend class prepared to take notes and to contribute to discussion in a meaningful manner. Meaningful participation might be asking or answering a question, adding a comment, or offering some other form of active involvement (e.g., bringing up news articles, discussing current events that involve class topics, drawing comparisons to previous course material).

    At the very minimum, I expect you to keep up with the syllabus and to attend class alert with pen, paper, text, and, most importantly, a willing, cooperative attitude. Please note: participation and attendance are not synonyms; participation means making a positive, regular contribution to the class and not just filling the air with noise.

    Good participation does <u>not</u> mean coming in late, leaving early, taking breaks during class, sleeping in class, doing homework for other classes, text-messaging, taking cell phone calls, surfing the internet, wearing headphones/ear buds, or otherwise showing disrespect toward any

individual in class. *If I notice any of these behaviors and **must** ask you not to continue the behavior, please view it as a warning; if subsequent infringements occur, your participation grade will suffer, and you may be asked to leave the classroom, in which case you will be counted absent for the day.* We will take a 7-minute break between 7:00 and 7:30 to accommodate bathroom needs or communication with your beloveds.

If we make the unlikely move to synchronous Zoom meetings, please keep your microphone muted unless you wish to make a comment. Please use the video function instead of still photo or blank screen, and while no dress code is required, please be aware of TMI regarding clothing.

Late Work

All assignment descriptions show a deadline, and you're expected to adhere to it. Late assignments will be reduced by 5 points per calendar day. Please reach out to Dr. X sooner rather than later for support.

Course grade

Podcast analysis	10%
Profile script	15%
Profile podcast	25%
Quizzes	20%
Grade proposal	10%
Class Participation	20%

Attendance Policy

As you'll see on the schedule, this class is packed with topics, and as such, you can expect to stay the whole class time when we meet. Students are expected to attend class at every scheduled meeting because national and local studies have shown a direct correlation between attendance and grade performance. Therefore, attendance is considered mandatory. Since this class meets only once per week, each meeting is the equivalent of two class periods, and students who miss more than **two class periods** (12.5% of the regularly scheduled class meetings) due to unexcused absences are subject to a 5-point deduction from the final grade for each additional absence. A late arrival or early departure constitutes a half-absence.

Adequate reasons for excused absences involve circumstances beyond the student's control, such as personal illness, critical illness, or death in the immediate family, or participation in an approved University activity. No absence of any nature will be construed as relieving the student from responsibility for the timely completion of all work assigned by the instructor. It is the student's responsibility to initiate the request to make up any missed class work. Students should be prepared to document the reasons for the absence. Students whose absences are not excused will not normally be allowed to make up tests, quizzes, and/or assignments. If you anticipate having a high number of *excused* absences, please contact me as soon as the situation arises so that you may make arrangements for handling missed class time.

Student Progress

You will be able to know your grades via Blackboard "My Grades." If you think you need to drop the course, please discuss that possible decision with me and bear in mind these deadlines:
- Sunday, Aug. 20   The last day to add a course or to drop without receiving a "W" on your transcript
- Monday, Oct. 9   The last day to drop without a withdrawal fee
- Sunday, Nov. 5   The last day to drop the course with a withdrawal fee

For additional information, consult the academic calendar on the Colonel's Compass: https://colonelscompass.eku.edu/calendar

Technology and email

- Required format of out-of-class work. This course requires use of Microsoft Word documents. EKU provides Microsoft 360 Plus free to all students. You can find instructions on installing the application on this EKU IT page: Microsoft 360 Plus for EKU Students.
- Email. EKU requires all students and faculty to use their University email accounts for all correspondence. Due to hacking and privacy concerns, if you send me an email from a non-EKU address, I will reply only to ask you to re-send it from your official University email account. Your email should be professional: show a respectful tone, use complete sentences, follow standard writing conventions, include a subject heading ("Appointment request," "Assignment clarification," "Research assistance"), address me as Dr. X, and include your name at the end of the message.
- In-class use of devices. If students use cell phones (or other devices unapproved by the instructor) in class, they will be warned. If the behavior occurs again, they will be counted absent and asked to leave the classroom immediately. In addition to active use, this policy also includes passive uses such as ringing, vibrating, holding, looking at, or other distracting uses of the device.

UNIVERSITY POLICIES SYLLABUS STATEMENTS 2023-2024
The following policies are described in detail at this link: https://academicaffairs.eku.edu/syllabi
(1) Accessibility Accommodation; (2) Academic Integrity; and (3) Discrimination and Harassment, Title IX, and Prevention.

Accessibility Accommodation Statement
Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA) should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact John Dixon, Executive Director of Human Resources and Institutional Equity, at john.dixon@eku.edu or contact the Office of Institutional Equity at 859-622-8020.

Mental/Physical Wellness Resources
Eastern Kentucky University is committed to the wellbeing of all students. Students dealing with feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may utilize the resources below or, for **after-hours assistance** contact:
- EKU Counseling Center After Hours Urgent Support Line: 859-622-1303
- National Suicide Hotline: 800-273-8255 or dial 988

We encourage students to contact the following on-campus services for assistance regarding emotional and physical needs:
- EKU Student Health Services 859-622-1761
- EKU Psychology Clinic 859-622-2356
- EKU Women's Health Clinic 859-622-1761
- Title IX at EKU 859-622-8020

Academic Integrity Statement

EKU is committed to the Academic Integrity policy in this course. Students can find this policy at https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.3acr_academic_integrity_0.pdf

For help with understanding how this policy works, contact the Office of Student Conduct at https://studentconduct.eku.edu/

Discrimination and Harassment, Title IX, and Prevention Statement

Eastern Kentucky University is committed to maintaining a respectful and inclusive environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. EKU adheres to all federal and state civil rights laws prohibiting discrimination in public institutions of higher education. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual assault, sexual harassment, domestic and dating violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing. EKU supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu/

EKU's commitment also requires those deemed to be a mandated reporter to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. EKU's Policy on Discrimination and Harassment may be accessed at https://equity.eku.edu/policy-and-procedure. If you have experienced or observed sex- or gender-based discrimination or harassment, you can contact one of the confidential resources available at https://titleix.eku.edu/resources. On that website, you also have the option to make a report to the Title IX Coordinator. You may also report directly to the Title IX Coordinator at 859-622-5051 or by emailing carlin.conway@eku.edu

Additional information about Confidential Reporting and Title IX Reporting:

Confidential Reporting:

If a reporting party would like the details of an incident to be kept confidential, the reporting party may speak with:

- Student Counseling Center   859-622-1303
- Student Health Services   859-622-1761
- EKU Psychology Clinic   859-622-2356

Reporting to Title IX:

Reports under the University's Harassment and Discrimination Policy may be made directly to the Title IX Coordinator by phone, email, in-person, through the mail, or online. A report to the Title IX Coordinator does not automatically initiate an investigation. Contact information for the Title IX Coordinator is:

Carlin C. Conway, J.D., Director, Office of Institutional Equity & Title IX Coordinator
Jones Building, Room 416, Richmond, KY 40475
Phone: 859-622-3541
Email: carlin.conway@eku.edu

Inclement Weather or Other Adaptations

In case of severe weather or other concerns regarding in-person meetings, operations and classes at EKU could be affected and will typically be moved to online or virtual options. The instructor will alert you via your EKU email address and/or blackboard announcements as soon as possible if there are necessary changes. For more information about scheduling adaptations depending on severity, see https://www.eku.edu/weather.html

Helpful Resources

- **Writing Assistance**

    The **Noel Studio for Academic Creativity** is a <u>free resource</u> offering writing, communication, and research support for undergraduate and graduate students from any major or class. At the Noel Studio, trained consultants help you with essays, presentations, research posters, visual aids, multimodal products, and more. Students can ask for help at any stage of the communication process—from brainstorming to final revision, and every point in between.

    You can learn more about online consultations at https://studio.eku.edu/online-consultations Schedule your own online consultations by following the directions at https://studio.eku.edu/schedule-appointment. Have questions or need help with scheduling? Use the chat box at studio.eku.edu.

- **The Student Success Center**

    The Student Success Center, located on the ground floor of the library, provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 150 courses, as well as other services including mentoring, workshops, study space, computer use, and with any questions related to your college experience. Drop-in visits are welcome, and no appointment is necessary.

    Visit www.successcenter.eku.edu or email successcenter@eku.edu for more information.

- **Library Support**

    You will need to use the library's electronic and hard-copy resources in this course. EKU Libraries' Distance and Online Learning page is designed to help if you are taking online/remote classes. You can find answers to most of your questions in this section. For example, the library will mail hard copies of books or articles to an address for free using UPS, and you can return them to the library for free. If this section does not answer your questions, you can use the **"Ask Us" live chat feature** located on the upper-left corner of every library webpage. The online chat is available all weekdays and weekends/holidays at varying hours.

- **Additional Resources in the area:**
    - EKU Student Health Services   622-1761
    - EKU Counseling Center   622-1303
    - EKU Psychology Clinic   859-622-2356
    - Colonel's Cupboard   Powell 152
    - Closet Transform   Powell 152
    - Ampersand Sexual Violence Resource Center   800-656-4673
    - Greenhouse 17 (intimate partner violence support)   800-544-2022
    - Hope's Wings Domestic Violence Program   859-623-4095
    - Suicide and Crisis Lifeline (24/7)   988
    - Trevor Project Crisis Support (24/7) - Text "Start" to 678-678 or Call 866-488-7386

WGS 300-14310 & APP 350-14311
Gender, Murder, and Appalachia
Course Schedule, Fall 2023

Week 1 8/15/23	Appalachia and Gender: Social Constructions
	Course introduction: Syllabus
Resources:	Kang, John M. "Manliness's Paradox." *Masculinities and the Law: A Multidimensional Approach*, edited by Frank Rudy Cooper and Ann C. McGinley. New York: New York University Press, 2012, pp. 136-145. "Appalachian Counties Served by ARC." *Appalachian Regional Commission*, https://www.arc.gov/appalachian-counties-served-by-arc/ Weise, Robert S. "Socially Relevant History: Appalachian Kentucky in the Twentieth Century." *The Register of the Kentucky Historical Society*, vol. 113, no. 2/3, 2015, pp. 321-355.

Week 2 8/22/23	Folk Songs and Murder Ballads
Terms:	ballad, murder ballad, oral tradition, major mode, minor mode, agency, patriarchy
Reading:	Morgan-Ellis, Esther. "Ballads." *Resonances: Engaging Music in Its Cultural Context*. Blue Ridge: U of North Georgia Press, 2020, pp. 129-152. Yancy, George. "Judith Butler: When Killing Women Isn't a Crime." *New York Times*, July 10, 2019. https://www.nytimes.com/2019/07/10/opinion/judith-butler-gender.html

Reading and Listening:	• "The Ballad of Frankie Silver"
	   Song by the Vollmers:
	        https://www.youtube.com/watch?app=desktop&v=pA7nl1OKg6I
	   Lyrics: https://medium.com/murder-mystery-and-mayhem-in-the-old-north-state/the-ballad-of-frankie-silver-77e4c311ed2d
	
	• "Caleb Meyer"
	   Song by Gillian Welch and David Rawlings:
	        https://www.youtube.com/watch?v=nugXkgd_-84
	   "Caleb Meyer's Ghost" by Jason Burton and Deborah Payne:
	        https://www.youtube.com/watch?v=Sys7_miF4po
	   Lyrics: https://genius.com/Gillian-welch-caleb-meyer-lyrics
	
	• "Knoxville Girl"
	   Song by the Louvin Brothers:
	        https://www.youtube.com/watch?v=AkAdcEEHdRk
	   Song by Nick Cave: https://www.youtube.com/watch?v=GL0I8YasI-U
	   Song by Lemonheads: https://www.youtube.com/watch?v=10XFxu9Vdmo
	   Lyrics: https://genius.com/The-louvin-brothers-knoxville-girl-lyrics
	
	• "Little Sadie"
	   Song by Doc Watson: https://www.youtube.com/watch?v=ZoqAR3ea5sU

Song by Amythyst Kiah: https://www.youtube.com/watch?v=z6v_-S1k1s0
Lyrics: https://genius.com/Doc-watson-little-sadie-lyrics

- "Omie Wise"
  Song by Doc Watson: https://www.youtube.com/watch?v=iEwU4C4TPU8
  Song by Bob Dylan: https://www.youtube.com/watch?v=7qMjMJMAIs0
  Lyrics: https://www.lizlyle.lofgrens.org/RmOlSngs/RTOS-OmieWise.html

- "Pretty Polly"
  Song by Dock Boggs: https://www.youtube.com/watch?v=CfyrRNP1ZpU
  Song by Jean Ritchie: https://www.youtube.com/watch?v=S49jpSpCZZw
  Lyrics: https://www.bluegrasslyrics.com/song/pretty-polly/

- "Shady Grove"
  Song by Doc Watson: https://www.youtube.com/watch?v=b-kaG1NuLZM
  Song by Churchman and Ruby: https://www.youtube.com/watch?v=IcN8JiREfl8
  Lyrics: https://genius.com/Doc-watson-shady-grove-lyrics

- "Tom Dooley"
  Song by Kingston Trio: https://www.youtube.com/watch?v=VhXuO4Gz3Wo
  Song by Grateful Dead: https://www.youtube.com/watch?v=FxetLkhani0
  Song by Billy Strings: https://www.youtube.com/watch?v=wFPhupt7LPs
  Lyrics: https://www.bluegrasslyrics.com/song/tom-dooley/

Week 3 8/29/23	Folk Songs and Murder Ballads, continued
Terms:	Impunity, justice, mercy, victim blaming, equality, equity
Profile:	Any specific unsolved murder in Appalachian Kentucky: check http://kentuckystatepolice.org/post3-unsolved/ for region/county information
Reading:	Terman, Anna Rachel. "Intersections of Appalachian Identity." *Appalachia Revisited: New Perspectives on Place, Tradition, and Progress*, edited by William Schumann and Rebecca Adkins Fletcher. Lexington: University Press of Kentucky, 2016. https://www.jstor.org/stable/j.ctt1c5ch58.7

Week 4 9/5/23	Indigenous and Colonist Conflict, 1789, 1810
Terms:	Indigenous/Indigeneity, colonialism, confirmation bias
Profile:	One missing and murdered Indigenous woman, girl, or 2-spirit person (MMIWG2S) in Appalachia, produce a timeline of their life leading up to their missing status, and analyze how gender and location figures into their case.
Reading:	Hamilton, Emory L. "The Capture of Jenny Wiley." *Indian Atrocities along the Clinch, Powell, and Holston Rivers of Southwest Virginia, 1773-1794.*

	Unpublished manuscript, 1971. https://sites.rootsweb.com/~varussel/indian/84.html Smithers, Gregory D. "Why Do So Many Americans Think They Have Cherokee Blood?" *Slate*, Oct. 1, 2015. https://slate.com/news-and-politics/2015/10/cherokee-blood-why-do-so-many-americans-believe-they-have-cherokee-ancestry.html Tankersley, Kenneth Barnett. "Yahoo Falls Massacre, McCreary County, Kentucky." *Brock Family of West Virginia and Kentucky*, 2007. https://freepages.rootsweb.com/~brockfamily/genealogy/YahooFalls-byKTankersley.html
Video podcast:	"Jenny Wiley's Escape." *Stories of Appalachia*, March 12, 2022. https://www.youtube.com/watch?v=U_lJGI8ij_k

Week 5 **9/12/23**	**The Civil War: Rebel against Yankee, Brother against Brother, 1861-1865**
Terms:	Confederacy, Union, Rebel, Yankee, federal, emancipation, retribution
Profile:	Any specific serial killer's activity in Central Appalachia, focusing on dynamics of gender and contextualizing with the place.
Reading:	"Champ Ferguson." *Murderpedia,* https://murderpedia.org/male.F/f/ferguson-champ.htm Mays, Thomas D. *Cumberland Blood: Champ Ferguson's Civil War*. Carbondale: Southern Illinois University Press, 2008, pp. 12-20 (Ch. 1) and pp. 34-49 (Ch. 3). Perkins, Marlitta H. "The Ticktown Murders and Fiery Retribution." *Eastern Kentucky and the Civil War*, May 3, 2013. http://eakycivilwar.blogspot.com/2013/05/the-ticktown-murders-and-fiery.html
Video podcast:	"Champ Ferguson, Appalachian Outlaw." *Stories of Appalachia*, Sept. 26, 2022. https://www.youtube.com/watch?v=zRuDxIatZ2o

Week 6 **9/19/23**	**Structural violence in central Appalachia**
Terms:	Jumping the broom/Broomstick marriage, miscegenation, mulatto, Reconstruction, sundown town, lynching
Profile:	A specific sundown town in eastern Kentucky, east Tennessee, or West Virginia, focusing on gender dynamics and providing specific examples of reinforcement of the implicit or explicit rules.
Reading:	Coe, Samuel S. *Chronicles of the Coe Colony*. N.p.: Xerxes Publishing, 2007. Montell, Lynwood. "The Coe Ridge Colony: A Racial Island Disappears." *American Anthropologist,* vol. 74, no. 3, 1972, pp. 710-719. https://www.jstor.org/stable/671548

Vaughn, Marshall E. "The Dyer Anti-Lynching Bill." *The Citizen* (Berea), Nov. 29, 1922.

"White Mob Lynches Robert Johnson in Princeton, West Virginia." *Record-Argus*, September 5, 1912. https://calendar.eji.org/racial-injustice/sep/5

Podcast:	"Episode 10: Coe Ridge." *Appalachian Words*, July 12, 2020. https://www.youtube.com/watch?v=YPiS5VFJmsY&t=1105s

Week 7 9/26/23	**Feuding Masculinity, 1865, 1882**
Terms:	Feud, blood feud, weregild, omertá, vendetta, keening, ululating
Profile:	Timeline and specific details from one of these feuds: • Tolliver-Martin-Logan Vendetta • French-Eversole War or • Bloody Breathitt
Reading:	Waller, Altina L., "Feuding and Modernization in Appalachia: The Hatfields and McCoys," *The Register of the Kentucky Historical Society*, Vol. 87, No. 4 (1989), pp. 385-404. https://www.jstor.org/stable/23381964
Viewing:	MacLowry, Randall, director. "The Feud." *American Experience*, PBS, https://video-alexanderstreet-com.libproxy.eku.edu/watch/the-feud (free via EKU Libraries) McKimson, Robert, director. "Hillbilly Hare." *Merrie Melodies*, Warner Bros., August 12, 1950. https://www.youtube.com/watch?v=nXOlXfEizBw
Video Podcast:	Wimmer, Chris. "Ep. 1: Blood Feud." Legends of the Old West: Hatfields and McCoys. Black Barrel Media, April 5, 2020. https://www.youtube.com/watch?v=QTCLgbLPhn0

Week 8 10/3/23	**A Cheerleader and a Human Sacrifice**
Terms:	"Speaking in tongues," cult, matricide, femicide, victim blaming
Profile:	A woman's life involving violence in Prestonsburg/Floyd County, KY or Inez/Martin County, KY
Reading:	Muriel Baldridge Crisp, Michael, *Murder in the Mountains: The Muriel Baldridge Story.* Los Angeles: Daniel Ebuehi, 2011, pp. 1-52. (large print and lots of photos) Collection of news articles about the case: https://imgur.com/gallery/wWfsp1A Lucinda Mills

	Holland, Jeffrey Scott. "Human Sacrifice Rites Near Inez." *Unusual Kentucky*, August 12, 2009. http://unusualkentucky.blogspot.com/2009/08/human-sacrifice-rites-near-inez.html "Three Convicted in Cult Murder." *New York Times*, Apr. 13, 1933, ProQuest Historical Newspapers. https://libproxy.eku.edu/login?url=https://www.proquest.com/historical-newspapers/three-convicted-cult-murder/docview/100713741/se-2 "Woman Is Slain as a 'Sacrifice.'" *Cushing Daily Citizen*, Cushing, Oklahoma, Feb. 9, 1933. https://www.newspapers.com/article/36631438/tomahawk-ky-ritual-sacrifice/
Listening:	Carpenter, Nora E. "Death of Muriel Baldridge" (1949). Berea College Special Collections and Archives, Nov. 27. 2015. https://berea.access.preservica.com/uncategorized/digitalFile_4492ace7-8042-4af1-9918-6580fe2fe2a7/
Podcast:	Muriel Baldridge: Zupansky, Dan. "Murder in the Mountains—Michael Crisp." *True Murder: The Most Shocking Killers,* August 29, 2012. https://podcastaddict.com/true-murder-the-most-shocking-killers/episode/127915645 Lucinda Mills: Ballard, Shannon. "Episode 98: The Cult of the Unknown Tongues." *Southern Mysteries*, October 11, 2021. https://southernmysteries.com/tag/lucinda-mills/ Michalak, Kristen, and Dana Wilcox. "Ritual Sacrifice in Tomahawk, Kentucky." *The Darker Side of Life*, June 17, 2009. https://poddtoppen.se/podcast/1460116903/the-darker-side-of-life-podcast/ritual-sacrifice-in-tomahawk-kentucky

Week 9 10/10/23	Fall Break

Week 10 **10/17/23**	**Outlaw Masculinity**
Terms:	Moonshine, bootlegging, revenues/revenuers
Profile:	Masculinity and any specific revenue collector in Kentucky
Reading:	Stewart, Bruce E. "Fire Up the Stills: A Brief History of Moonshining in Southern Appalachia Before the Twenty-First Century." *Modern Moonshine: The Revival of White Whiskey in the Twenty-First Century*, edited by Cameron D. Lippard and Bruce E. Stewart. Morgantown: West Virginia UP, 2019, pp. 27-41. Slater, Eric. "Chasing Shadows in Kentucky." *Los Angeles Times*, July 6, 2002. https://www.latimes.com/archives/la-xpm-2002-jul-06-na-sheriff6-story.html

Viewing:	"Bonus 1 of 3." *Living History: The Popcorn Sutton Interviews*. Sucker Punch Pictures, April 27, 2022. https://www.youtube.com/watch?v=2Sf3J3ZsdJI "Track 7 of 22: Guns and Knives." *Living History: The Popcorn Sutton Interviews*. Sucker Punch Pictures, January 5, 2022. https://www.youtube.com/watch?v=8rGeBhFdFjY (CW: Extreme violence between children)
Podcast:	Packer, Heather Hyatt, and Dylan Packer. "The Moonshine Murder of Hol Rose." *Mountain Murders: The Original Appalachian True Crime Podcast,* March 20, 2022. (START at 11:10 minute point) https://www.spreaker.com/user/mountainmurders/holrosemurder-mixdown-1

Week 11 10/24/23	Stranger Danger
Terms:	Bystander intervention, "slut shaming," hitchhiking, coed/co-ed
Profile:	A specific case of hitch-hiking violence in Appalachia
Reading:	**Judy Ann Howard** Collection of newspaper articles (chronological order): Dunlop, R.G. "Small Town Is Shocked by Slaying of Student." *Courier-Journal* (Louisville), September 18, 1986. (two parts) Dunlop, R.G. "Alice Lloyd Mourns Loss of One of Its Family." *Courier-Journal* (Louisville), September 19, 1986. Bergstrom, Bill. "Minister Urges Mourners to Remember Student's Life." *Courier-Journal* (Louisville), September 20, 1986. "Killing of Alice Lloyd Student Will Be Reviewed by Grand Jury." *Courier-Journal* (Louisville), September 24, 1986. "Suspect Is Indicted in Abduction, Death of Alice Lloyd Student." *Courier-Journal* (Louisville), October 8, 1986. "Knott Murder Suspect's Hearing Suspended." *Courier-Journal* (Louisville), March 25, 1988. Lawson, Gil. "Suspect Ruled Competent for Pippa Passes Murder Trial." *Courier-Journal* (Louisville), September 14, 1988. (2 parts) Keesler, William. "2 Private Lawyers to Defend Jacobs; Judge Lifts State's Cap on Their Fee." *Courier-Journal* (Louisville), December 14, 1988. (2 parts) Murphy, Todd. "Delusions Haunted Clawvern Jacobs Night of Killing, Defense Attorney Says." *Courier-Journal* (Louisville), July 12, 1989. (2 parts) Embry, Mike. "Jacobs Diagnosed as Having Delusions." *Courier-Journal* (Louisville), July 14, 1989. Murphy, Todd. "Jacobs Quickly Found Guilty on All 3 Counts." *Courier-Journal* (Louisville), July 16, 1989. (2 parts) Murphy, Todd. "Prayerful Jacobs Jury Calls for Death Penalty." *Courier-Journal* (Louisville), July 18, 1989. (2 parts) Keesler, William. "Clawvern Jacobs Sentenced to Death for Murder of Student." *Courier-Journal* (Louisville), September 2, 1989. Voskuhl, John. "State Supreme Court Overturns Man's Conviction in 1986 Slaying." *Courier-Journal* (Louisville), February 1, 1994.

Breed, Allen G. "Jacobs Is Taken from Death Row to Knott Jail to Await New Trial." *Courier-Journal* (Louisville), March 5, 1994.

"Clawvern Jacobs' Lawyers Contend Death Penalty Should Be Ruled Out." *Courier-Journal* (Louisville), June 26, 1996.

"Clawvern Jacobs Convicted Again in Slaying." *Courier-Journal* (Louisville), December 20, 1996.

"Jacobs Again Gets Sentence of Death." *Courier-Journal* (Louisville), February 28, 1997.

Robinson, Brandon. "Nine Killers with Eastern Kentucky Ties Eligible for New Parole Hearings Under Policy Change." *WYMT Mountain News*, May 19, 2021.

Estep, Bill. "Kentucky Drops Policy That Would Have Given Murderers New Parole Hearings." *Herald-Leader* (Lexington), July 1, 2021. https://www.kentucky.com/news/politics-government/article252505013.html

Other Readings:
"Clawvern Jacobs." *Kentucky Online Offender Lookup*, March 9, 2023. http://kool.corrections.ky.gov/KOOL/Details/220659

Jacobs v. Commonwealth of Kentucky. Supreme Court of Kentucky, January 31, 1994.

Jacobs v. Commonwealth of Kentucky. Supreme Court of Kentucky, October 25, 2001.

Newton, Michael. "Clawvern Jacobs." *Murderpedia*, https://murderpedia.org/male.J/j/jacobs-clawvern.htm

Mared Malarik and Karen Ferrell

Fuller, Geoffrey. "Parade of Horribles." *Appalachian Murders and Mysteries: True Stories from West Virginia, Kentucky, and Southern Ohio*, edited by James M. Gifford and Edwina Pendarvis. Ashland, KY: Jesse Stuart Foundation, 2016, pp. 243-267.

Collection of newspaper articles:
Brubaker, Brandy. "Investigator: Wrong Man Convicted of Co-Ed Murders." *Dominion Post* (Morgantown, WV), January 18, 2012. https://research-ebsco-com.libproxy.eku.edu/c/d7lpk6/viewer/html/5ndtnh4o5r

Brubaker, Brandy. "Two Co-Eds Killed with a Machete?: State Police Checking Possible Murder Weapon." *Dominion Post* (Morgantown, WV), Dec. 7, 2006.

Brubaker, Brandy. "Ex-Cop Hunts Co-Eds' Killer: Believes Wrong Man Convicted in 1970 Murders." *Dominion Post* (Morgantown, WV), October 7, 2006. https://research-ebsco-com.libproxy.eku.edu/c/d7lpk6/viewer/html/3rtyewjiaz

McNamara, Sean. "Exploring New Possibilities in Decades-Old Murders." *Times West Virginian,* April 15, 2018. https://www.timeswv.com/news/exploring-new-possibilities-in-decades-old-murders/article_d0353258-4086-11e8-877c-8f3e726617c5.html

Miller, Jax. "Investigators Return to 1970 Crime Scene of Decapitated University Students Popularized by True Crime Podcast." *Oxygen True Crime*, July 11, 2022. https://www.oxygen.com/crime-news/investigators-examine-murders-karen-ferrell-mared-malarik

Podcast:	Mounts, Gabrielle, and Allen Mounts. "Alice Lloyd Co-Ed Murdered—Judy Ann Howard." *The Eerie Touch*, May 2, 2021. https://www.youtube.com/watch?v=VXNXm06K5og Perkinson, J. Kendall, and Sarah James McLaughlin. "Mared & Karen: The WVU Co-Ed Murders." *Appalachian Mysteria*, May 17, 2017. https://www.jamstreetmedia.com/appalachian-mysteria/episode/215dfa05/appalachian-mysteria-or-the-wvu-coed-murders

Week 12 10/31/23	No class meeting

Week 13 11/7/23	"Benevolent segregation" and other racisms
Terms:	Castle doctrine, institutional oppression
Profile:	A specific 21st-century hate crime in Appalachia with attention to intersectionality
Reading:	Fain, Cicero M., III. *Black Huntington: An Appalachian Story*. Urbana: University of Illinois Press, 2019, pp. 117-146. Collection of newspaper articles (chronological order): Colegrove, Andrew, and Dan Klein. "LeMaster Not Guilty of All Charges in Huntington Murder Trial." *WSAZ News Channel 3*, March 18, 2015. https://www.wsaz.com/content/news/Man-Shot-in-Huntington-296689091.html DeLancey, Sean, and Jarrod Clay. "Man Charged with Murder in Huntington Shooting." *WCHS Eyewitness News*, March 18, 2015. https://wchstv.com/news/local/man-charged-with-murder-in-huntington-shooting Sheehan, Martha. "Martin's Final Moments." BLOX Digital, n.d. https://www.herald-dispatch.com/joshua-martins-final-moments/pdf_3a5cd2be-98ca-11e6-a95a-131fa423c2e1.html Hessler, Courtney. "Man Charged with Murder in 2015 Enslow Park Shooting." Herald-Leader (Huntington, WV), January 22, 2016. https://www.herald-dispatch.com/news/man-charged-with-murder-in-2015-enslow-park-shooting/article_40b15998-290e-5790-bb57-fb7caf9a5600.html Nash, Bishop. "Friends, Family Remember Joshua Martin One Year Later." *Herald-Dispatch* (Huntington, WV), March 19, 2016. https://www.herald-dispatch.com/news/friends-family-remember-joshua-martin-one-year-later/article_701ab6bb-97e0-50c0-a5e5-a461d33f70da.html Hessler, Courtney. "Testimony in LeMaster Trial Continues." *Herald-Dispatch* (Huntington), November 1, 2016. https://www.herald-dispatch.com/news/testimony-in-lemaster-trial-continues/article_4183ef16-9728-50d3-81d8-7043306499b4.html Hessler, Courtney. "Text Messages in Spotlight at LeMaster Trial." *Herald-Dispatch* (Huntington), November 3, 2016. https://www.herald-dispatch.com/news/text-messages-in-spotlight-at-lemaster-trial/article_ebb636c0-7305-5f72-b3af-3f3e021b0163.html

	Hessler, Courtney. "LeMaster Found Not Guilty of Murder." *Herald-Dispatch* (Huntington), November 5, 2016. https://www.herald-dispatch.com/news/lemaster-found-not-guilty-of-murder/article_365b2590-4ef1-5c96-b66e-fe7dc2e1fd00.html "Gun Owners Benefit from Self-Defense Training Class." *Herald-Dispatch* (Huntington, WV), November 14, 2016. https://wvpress.org/opinion/gun-owners-benefit-self-defense-training-class/ Asbury, Kyla. "Mother Sues Marshall University Physician, Husband for Son's Death outside Their Home." *West Virginia Record*, August 5, 2023. https://wvrecord.com/stories/511120139-mother-sues-marshall-university-physician-husband-for-son-s-death-outside-their-home
Viewing:	Starkey, Jessi. "Marshall Student Shot and Killed." *MU Report*, March 26, 2015. https://www.youtube.com/watch?v=Y4FaEPJoBqU

Week 14 11/14//23	**Crisis Situations**
Terms:	Hate crime, "without prejudice," Innocence Project
Reading:	Adams, Mason. "A Journalist Reexamines 1996 Murders Near the Appalachian Trail." *WV Public Broadcasting*, March 20, 2023. https://wvpublic.org/a-journalist-reexamines-1996-murders-near-the-appalachian-trail/ Jarrell, Kelli L., et al. "A Case of Human Trafficking in Appalachia and What Emergency Physicians Can Learn from It." *Western Journal of Emergency Medicine*, vol. 24, no. 3, 2023, 463-468. Knoxville Urban Guy. "Pride Month: Knoxville's History with LGBT Hate Crimes." *Inside of Knoxville*, June 15, 2018. https://insideofknoxville.com/2018/06/pride-month-knoxvilles-history-with-lgbt-hate-crimes/
Podcast:	Eagan, Daisy. "Episode 6: Murder on the Appalachian Trail." *Strange and Unexplained*. Obsessed Network, May 18, 2023. https://audioboom.com/posts/8302524-murder-on-the-appalachian-trail

Week 15 11/21/23	Presentations of Podcasts

Finals Week Nov. 27-30	Final grade proposal due by midnight, November 28.

Eastern Kentucky University
Women & Gender Studies Program
Department of Occupational Science & Occupational Therapy
OTS 380 CRN # 14169 and WGS 380 CRN # 14172
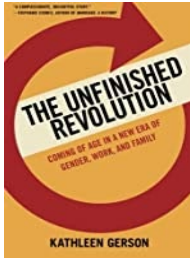**Gender & Work in the U.S.**
Fall 2023

Time: Asynchronous (8-Week)
Place: Blackboard (Bb)/Bb Collaborate Ultra and/or Zoom
Instructor:
Office: Zoom and/or Dizney 109
Office Hours: Virtual/appointment
E-mail:

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Opie, T. & Livingston, B. (2022).*Shared sisterhood: How to take collective action for racial and gender equity at work*. Harvard Business Review Press.
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6. begin to creatively and critically analyze the issues of gender and work.

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respects and celebrates the diversity of peoples, seeks to embrace all individuals, and prohibits discrimination.
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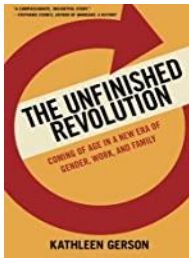**Gender & Work in the U.S.**
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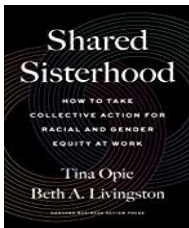ISBN-10 : 0199783322/ ISBN-13 : 978-0199783328

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Passcode, if prompted: research

<div align="center">

Eastern Kentucky University
Department of Social Work
Women & Gender Studies
Department of Languages, Anthropology, and Sociology
SOC- 399-001 or WGS-399-001 (CRN 12755) – Gender and Society
Fall 2023

</div>

Time:	**Online Asynchronous**
Place:	Blackboard
Instructor:	Professor X
Email:	
Office:	Online – Zoom, Google Meets, or by phone
Student hours:	Online by appointment via the options above.

Fulfills GenEd E-6 Requirement

Land Acknowledgment
Professor X respectfully acknowledges that this class takes place on the traditional lands of Shawnee
peoples.

Required Texts and Course Materials
Zinn, Maxine Baca, Pierrette Hondaguneu-Sotelo, Michael A. Messner, and Amy M. Denissen.
        2020. *Gender Through the Prism of Difference*. Sixth Edition. New York: Oxford
        University Press.

Wade, Lisa, Douglas Hartmann, and Christopher Uggen. 2016. *The Society Pages' Assigned:*
        Life with Gender. New York: W.W. Norton and Company.

Travers, Ann. 2018. *The Trans Generation: How Trans Kids (and Their Parents) are Creating a*
        Gender Revolution. New York: New York University Press.

Catalog Course Description

Cross-listed as WGS 399. Prerequisites: SOC 131 or SOC 235; ENG 102 or ENG 105(B) or HON 102.
Emphasis on the relationship between the social construction of gender and the experiences of people of
all genders in society. Consideration of cultural diversity in defining the cultural and historical
construction of gender and identity. Gen. Ed. E-6 [GE]. Credit will not be awarded for both SOC 399 and
WGS 399.

Course Description:
Gender profoundly shapes our lives and identities from an early age – but what is it, really? Some lay
people, and even scientists, assert that gender is biologically-based: a product of our hormones, genes,
and sexual organs. Sociologists see gender and gender identities as socially constructed. In this course we
will examine how social and cultural context shape our perceptions and performances of gender. We will
explore how gender informs our experiences across a variety of social contexts – from places of worship
to places of work. We will also examine the ways in which gender intersects with other identities such as
race or sexual orientation.

EKU General Education Goals for Element 6:
Upon completion of the course, students will be able to:
1. Communicate effectively by applying skills in reading, writing, speaking, and listening and
   through appropriate use of information technology. (GE Goal 1)

2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
3. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)
4. Recognize perspectives from other cultures and/or historically marginalized groups. (GE Goal 9)

Student Learning Outcomes
Upon completion of this course, students will be able to:
1. Communicate orally and in written form the influence of social forces on gender relations.
2. Explain how sociologists apply various theoretical and methodological approaches to the study of gender. *(GE Goal 7)*
3. Explain how the social construction of gender influences perceptions of femininity, masculinity, sexuality, and gender identity. *(GE Goals 1, 2, 8, 9)*
4. Identify and analyze socio-historical processes that continue to influence experiences of women and men in American society and abroad. *(GE Goals 1, 2, 8, 9)*
5. Demonstrate the ability to gather, interpret, and analyze information to identify sources of gender inequality and conflict. *(GE Goal 7)*
6. Compare, contrast, and evaluate opposing views on gender issues and policies related to gender inequality. *(GE Goals 1, 2, 8, 9)*
7. Recognize ways in which gender intersects with race/ethnicity, social class, and other structures of inequality to explain differences in gendered experiences. *(GE Goals 1, 2, 8, 9)*

WGS Student Learning Outcomes
Upon completion of the course, students will be able to:
1. Comprehend different aspects of intersectional identity associated with historical, social, cultural, and political issues and events.
2. Apply feminist and intersectional theories to political and/or lived experiences.
3. Analyze and synthesize the values, cultural contexts, and/or aesthetic qualities of artistic, literary, media, and scientific works pertaining to gender, sexuality, and intersectionality.
4. Analyze and synthesize the implications of biological, cultural, and social factors that shape a non-monolithic understanding of identity related to gender, sexuality, and intersectionality.
5. Develop and explain an informed perspective about gender, sexuality, and intersectionality.
6. Select relevant, accurate, appropriate, and significant sources.
7. Demonstrate effective and professional communication.

Program and Course Expectations
    This course is designed to reflect EKU's Comprehensive Diversity Plan that "respects and celebrates diversity, which includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexuality, disabilities, and cultural or national backgrounds, in pursuit of common unity." Our University community respects and celebrates the diversity of peoples, seeks to embrace all individuals, and prohibits discrimination.
    Women and Gender Studies courses seek to deconstruct systems of oppression and power; thus, topics will help students develop a greater capacity for intellectual open-mindedness. Courses will immerse the students in the complexity of human differences and commonalities. Exploration, analysis, and application of complex identity issues characterize these courses. WGS courses emphasize the challenges that must be addressed to achieve just, equitable, and productive societies, and promote the development of skills necessary to work effectively with others from diverse identities and perspectives.
    Academic study of gender involves potentially controversial topics that might challenge your ideas, values, and beliefs. These moments should be viewed as learning experiences, and WGS courses encourage students to be open to these challenges with the intention of facilitating their own intellectual and social growth.

Diversity of opinions in the classroom will create a more dynamic learning environment, and course grades will be based on your critical thinking, not on your personal viewpoints. At times throughout the semester, you may feel uncomfortable about the topics that we address, but we are going to work through that discomfort together in productive ways that help us learn from each other. While we may not agree, we must still be respectful toward each other's lived experiences.

Please note: Films and other media used in the course may contain thought-provoking and potentially controversial material. The instructor and the class will discuss how the material is germane to overall course goals and topics.

To ensure an optimal learning environment, the following behaviors are expected from all members of the class:

1. Think through your comments before you make them.
2. Make comments to the entire group and not to the person(s) near you.
3. Never make derogatory comments toward another person in the class.
4. Disagree with ideas, but do not make personal attacks.
5. Be open to be challenged or confronted on your ideas or prejudices.
6. Challenge and confront others with the intent of facilitating growth, not to demean others.
7. Encourage others to speak up. Be especially encouraging of people who are working through their prejudices and attempting to grow as critical thinkers.
8. Be open to change.
9. See also Chapter 4 of the EKU Student Handbook: https://studentsuccess.eku.edu/studenthandbook

WGS Minor or Certificate
A student may complete an interdisciplinary Women & Gender Studies minor by taking 18 hours, including WGS 201, WGS 400, and twelve hours of electives. The certificate in Women & Gender Studies requires 12 hours, including WGS 201, WGS 400, and six hours of electives. Electives must be selected from at least two different areas among the following courses: WGS 132, 205, 300, 302, 303, 304, 305, 306, 308, 309, 331, 345, 349, 364, 365, 366, 378, 380, 399, 420, 446, 451, 495, 591, 592, 593, or gender- or sexuality-specific courses from other programs (upon WGS Director approval). Please contact Dr. Lisa Day (lisa.day@eku.edu) if you would like to declare a minor or certificate.

Technology and Email

EKU requires all students and faculty to use their University email accounts for all correspondence. This course requires the use of Microsoft Word. If you do not currently have this software on your computer, EKU provides Microsoft 365 Plus free to all students. You can find instructions on installing the application at this site: https://it.eku.edu/support/students-microsoft-office-365-pro-plus

This course also includes the usage of Flip (formerly Flipgrid) application. The Flip link for this course is https://flipgrid.com/feb45866

If you are unfamiliar with Blackboard, here's a great FAQ: https://bbhelp.eku.edu/how-do-i-sign-eku-blackboard. Our Blackboard Help Desk staff are very helpful (and they know a whole lot more about Blackboard than I do). You can contact them at 859-622-**3000** or you can email them at support@eku.edu.

The student's computer and internet should be able to reliably support Blackboard.com and all its functionality, including streaming video, audio files, and downloading documents, including large PDFs. Must be able to download and open PDFs and Microsoft Word documents and must submit all

assignments in Microsoft Word or PDF format.

I respond to e-mails within 24-48 hours (please feel free to remind me if you haven't received a response in that time frame). I check e-mail less frequently on weekends.

Student Progress
You will be able to know your grades via Blackboard "My Grades." If you think you need to drop the course, please discuss that possible decision with your instructor and bear in mind these deadlines:
- Sunday, August 20   The last day to add a course or to drop without receiving a "W" on your transcript.
- Sunday, August 20   The last day to convert an Audit or Pass/Fail to "Grade."
- Friday, September 1   The last day to change from "Grade" to Audit or Pass/fail.
- Monday, October 9   The last day to drop without a withdrawal fee
- Sunday, November 5 The last day to drop the course with a withdrawal fee
- For additional information, consult the Fall 2023 academic calendar on the Colonel's Compass: https://colonelscompass.eku.edu/final-exam-schedule-fall-2022

University Policies
The following policies are described in detail at this link: https://academicaffairs.eku.edu/syllabi
- Accessibility Accommodation Statement
- Academic Integrity Statement
- Discrimination and Harassment, Title IX, and Prevention Statement

Attendance Policy
There is a university wide first week attendance policies that include online students. Please follow the instructions on the discussion board labeled Introductions as this will be my source of collecting attendance for the first day drop policy.

Inclement Weather Adaptations
In case of severe weather, operations and classes at EKU could be affected. For more information about scheduling adaptations depending on severity, see https://www.eku.edu/weather.html.

COVID-19 Precautions
The university's response to COVID-19 is fluid and dynamic. Please refer to our website for the latest guidance and university protocols. Students enrolled in this course are required to follow all university policies, including the Student Code of Conduct and policies related to public health and Healthy On Campus initiatives.

EKU is working diligently with state and local public health agencies and our healthcare provider partners to offer vaccination opportunities for EKU students and employees. The best way to prevent infection is to avoid being exposed to this virus. However, as a reminder, CDC always recommends everyday preventive actions to help prevent the spread of respiratory viruses, including the following:

- Get a COVID-19 vaccine. Any of the currently available vaccines from Johnson & Johnson, Moderna, and Pfizer offer a high level of protection against COVID-19 and serious illness.
- Wear a mask, especially while indoors or when gathering in groups.
- Wash your hands often with soap and water for at least 20 seconds. Use an alcohol-based hand sanitizer that contains at least 60% alcohol if soap and water are not available.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Avoid close contact with people who are sick.
- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.

- Clean and disinfect frequently touched objects and surfaces.

Should you need a COVID test, an up-to-date list of testing locations can be found [here](). Students requiring an accommodation for face coverings, please contact the Center for Student Accessibility.

Evaluation Methods and Course Requirements

Assignment submission:

All assignments must be submitted on Blackboard. Other than the presentations, assignments must be in Microsoft Word or PDF format. The slides for your presentation should be submitted in PowerPoint or Prezi link.

Late Assignments and Extensions:

Assignments that cannot be made-up, rescheduled or submitted late:
- Any extra credit (because it is optional)
- Final presentation feedback to a classmate (because of end of semester)
- Final Quiz (because of end of semester)

The following guidelines apply to all other assignments:

Extensions:

If you need a **deadline extended**, e-mail me at least 24 hours before the assignment is due with "Extension Request" and the name of the assignment in the subject line of the email. In the body of the e-mail, briefly tell me why you need the extension. If I grant the extension, I will give you another 48 hours to submit the assignment. Most extension requests submitted at least 24 hours in advance of the deadline will be granted.

Late submission due to extenuating circumstances:

If you have to submit an assignment late due to extenuating circumstances like a serious illness, health crisis of a family member, a prolonged internet outage in your area, a sick child for whom you are the primary caregiver, etc., you can do that without having requested an extension in advance. In these circumstances, contact me as soon as possible (before the assignment is due, if possible) and write me a brief note about why you could not submit the assignment on time. Please do not hesitate to reach out. I really am happy to work with you.

Late work without an extension and not due to extenuating circumstances will be subject to a penalty of 10% off for every day it is late. This is a reminder to please communicate when you are struggling, I cannot accommodate what I do not know exists.

Assignments:

Research Project and Presentation (400 points 40%):

You will complete a project on some topic related to the sociology of gender. At the end of the course, you will present the research backing for your project to your classmates. I will give you a list of project options and the grading rubric for each, but you are also welcome to work with me to develop a project that is not on the list. If you choose to develop a different project, consider picking something you are personally interested in or something that ties into a topic you are researching for another class or project.

Your grade will depend not just on the presentation of the project, but other items you turn in including 1) your project description assignment (it's ok to change this as you research as long as I approve the change), 2) a discussion board post with an APA or ASA citation, including stable link, for one of your articles and its abstract 3) feedback on a classmate's article 4) An APA/ASA reference list of 5 pieces of academic research you will use in the project, 5) narrated PowerPoint/Prezi presentation that gives us an overview of the findings of your 5 sources, and why this knowledge matters/why you choose this project, 6) detailed feedback on a classmate's presentation. More Information on the Project will be included in the Module labeled Project which will be open throughout the semester as a resource.

Module Work:
> The course is going to be divided up into 8 two week-long sections that will open and begin on Monday and end the second Sunday (except for the last section which will end on Wednesday 12/1). <u>Sections will open on the evening of the Sunday before they start.</u> I recommend reading/watching all other material before viewing the lectures. If you need access to a section early due to circumstances you know are coming up, please let me know as this can likely be accommodated. If you are reading this please send me a picture of a hedgehog for 10 bonus points.

Key Concept Quizzes (8 for 20 pts each or 160 points or 16%):
> For each section, you will take a quiz over the key concepts for that section. Key concepts will be posted on Blackboard for each Section. These quizzes are designed to help you keep up with the readings and make sure you're understanding the material. The quizzes will be online on Blackboard and will be multiple choice, true/false, and short answer. You may use your readings and any other assigned materials (such as videos, PowerPoint slides, handouts, etc.) while taking the quizzes. You will have three attempts on each quiz and I will only count your highest grade. Quizzes will be due on the last Monday of each section, except for the Section 8 quiz. The last quiz will be in a short answer essay format and will serve as part of your final assessment.

FLIP Posts (7 for 35pts each or 245 points or 24%):
> For each module (except module 8 for a total of 7), you will share 2 questions about that week's readings on the class discussion board. Be specific as these conversations allow you to better understand these sociological concepts. Don't be afraid to disagree. However, remember that language matters and derogatory comments will be addressed promptly. You will need to write your two questions to the week's readings AND you will need to respond to at least one of your classmates' questions. **Your initial post will be due by the second Monday of each module and your responses to your classmates will be due on the last Sunday of each module.** *Note there are five extra points there that if you do all these automatically puts you with five points extra credit.*

Critical reflections (4 at 50pts each or 200 points or 20%)
> Every two modules (for a total of four critical reflections), you will write a critical response of the one reading of your choice. You will then write a **1 page, 1-inch margins, single spaced (Times Roman font), three paragraph** journal. Be sure to fill the whole page. In the first paragraph you will identify and summarize the text you chose with enough detail for me to know you read the article and understand it. Please mention the main sociological concepts that the authors discuss. In the second paragraph please apply the authors ideas to something in public discourse or a life experience (i.e., a movie or television show, something in the news, a book, something from another class you have taken, something on social media, a lived experience within your life, ect.). In the third paragraph I want you demonstrate how you may use the information you have gained from this reading within your life. (i.e., how would you use this in your interactions with others, how would you use this in another class, how would you use this in your future job, ect.). The goal of this assignment is for you to not just learn some concepts, but to think about how they relate to you and how you can apply the within your own life.

Course Grade
100%-90%=A, 900-1000 pts = A
 89%-80=B, 800-899pts = B
79%=70%=C, 700-799pts = C
69%-60%=D, 600-699pts = D
59%-0%=F, Less than 599pts = F

Incomplete Grades:
https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.11_awarding_incomplete_grade_bor_6.19.17.pdf

Helpful Resources
- **Writing Assistance**

    EKU's Noel Studio for Academic Creativity is a free resource offering writing, communication, and research support for undergraduate and graduate students from any major or class. At the Noel Studio, trained consultants can help you with essays, presentations, research posters, visual aids, multimodal products, and more through peer-to-peer meetings called consultations, which are available both in-person (on the EKU Richmond campus) and online (via Zoom). Students can ask for help at any stage of the communication process—from brainstorming to final revision, and every point in between! You can learn more about consultations at https://studio.eku.edu/about-consultations; schedule your own consultations by following the directions at https://studio.eku.edu/schedule-appointment. Have questions or need help scheduling? Stop by the Noel Studio (located in the Crabbe Main Library), call the Noel Studio at (859) 622-7330, or use the chat box at studio.eku.edu!

- **The Student Success Center**

    The Student Success Center, located on the ground floor of the library and online, provides free assistance for all EKU students. Students can request tutoring in over 150 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. The Chellgren Success Series features workshops and video workshops to help with study skills, time management, stress management, and more. To make an online appointment or for more information, visit www.successcenter.eku.edu or email successcenter@eku.edu.

- **Library Support**

    EKU Libraries is your hub for the free resources (both print and electronic) you will need to be successful in this course and at EKU, and our services and collections are fully accessible for both on-campus and distance/online students. EKU Libraries offers places for individual and group study as well as professional research guidance, virtual or in person, from one of our many qualified and friendly EKU librarians.

    Tight on time or taking classes online or at a distance? A library staff member can pull an item from our shelves and put it on hold for you to pick up at our Main Desk, and we can also mail items to off-campus students. For more information or if you have questions, please review our FAQ on Checking Out Books.

    You can get help with research in a variety of ways. We offer walk-up help, or you can visit our Ask Us page to search our Frequently Asked Questions (FAQ) section, chat with a live librarian, or schedule a research appointment either in person or via Zoom.

- **Additional Resources in the Area**
    Please keep the following numbers handy in case you or a friend may need the services. offered by any of the organizations.
    - EKU Student Health Services   622-1761
    - EKU Women's Health Clinic   622-1761
    - EKU Counseling Center   622-1303
    - EKU Psychology Clinic   622-2356
    - Title IX at EKU   622-8020
    - Colonel's Cupboard https://communityservice.eku.edu/Cupboard   Powell 152
    - Closet Transform https://communityservice.eku.edu/closet-transform   Powell 152
    - Ampersand Sexual Violence Resource Center of the Bluegrass   800-656-4673
    - Hope's Wings Domestic Violence Program   859-623-4095
    - Suicide and Crisis Lifeline (24/7)   988

SOC/WGS 399 Reading and Assignment Schedule

ALWG= *Assigned Life with Gender*
GTPD= *Gender Through the Prism of Difference,* course text
TG= *The Trans Generation: How Trans Kids (and their parents) are Creating a Gender Revolution*
BB = Link or PDF available on Blackboard Course

Content Note: This class deals with topics and readings that include accounts of violence against women, sexual violence, rape, homophobia, transphobia, child abuse, mental health/suicidal ideations, structural violence, discrimination, derogatory language, micro aggressions. **Within each module I will give content notes for each reading or media source. I also want to remind you at this point that I cannot accommodate what I do not know exists.**

Module 1: Introduction to Sociology of Gender & the Social Construction of Gender

Dates: 8/14-8/27
    Last day to Drop 8/20
Readings and Media:
- BB: Video: Crash Course Sociology - Gender Stratification
- GTPD: The Five Sexes, Revisited (pg 17-21)
- BB: Brain Scams
- BB: Doing Gender
- ALWG: Bridges-Doing Gender with Wallets and Purses (pg 59-63) *optional*
- ALWG: Cooky and Dworkin- Women Enough to Win (pg 117-128) *optional*
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Complete Bonus point Survey (link in module)
3. Complete Attendance Discussion Blackboard post (Friday 8/18 by 11:59 PM)
4. Complete initial discussion board post (due 8/20 by 11:59 PM) and response (due 8/27 by 11:59 PM)
5. Complete Module 1 Quiz (due 8/27 by midnight)

Module 2: Global and Multicultural Perspectives on Gender and Difference

Dates: 8/28-9/10

        9/4 Labor Day no classes

Readings and Media:

- GTPD: Theorizing Difference from Multiracial Feminism (pg 22-28)
- GTPD: Gender: An Intersectionality Perspective (pg 29-36)
- GTPD: Masculinities and Globalization (pg 37-50)
- GTPD: Intersectionality in a Transnational World (pg 50-56)
- ALWG: Gerke- Gay Male Athletes and Discourses of Masculinities (pg33-37) *optional*
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:

1. Read, watch, or listen to all required readings and media.
2. Complete FLIP board post (due 9/3 by 11:59 PM) and response (due 9/10 by 11:59 PM)
3. Choose and post topic for Literature Review Presentation Project (due 9/3 by 11:59 PM)
4. Complete your 1st critical reflection (due 9/10 by 11:59 PM)
5. Complete Module 2 Quiz (due 9/10 by 11:59 PM)

Module 3: Gender and Embodiment

Dates: 9/11-9/24

Readings and Media:

- BB: Becoming a Gendered Body
- GTPD: Doing Gender, Determining Gender (pg 61-76)
- GTPD: What It Means to Be Gendered Me (pg 92-101)
- GTPD: Yearning for Lightness (pg 102-116)
- ALWG: Cornell- Tits (the Story of My Man-boobs) (pg 21-27) *optional*
- BB: A Poem about Gender Inequality *optional*
- BB: Hello Poem Series on Genderfluidity (you can also check out the other subheadings within this series) *optional*
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:

1. Read, watch, or listen to all required readings and media.
2. Complete FLIP board post (due 9/17 by 11:59 PM) and response (due 9/24 by 11:59 PM)
3. Complete Module 3 Quiz (due 9/24 by 11:59 PM)
4. Post an APA or ASA (if you only use MLA email me) citation of the academic articles you have found on your topic to the Article Discussion board. Be sure to copy in your article's abstract (due 9/17 by 11:59 PM).
5. Post feedback on a classmate's article (due 9/24 by 11:59 PM)

Module 4: Gender and Identities
Dates: 9/25-10/8 (Midterm week is in here, pace yourself)

Readings and Media:
- GTPD: The Male Privilege Checklist (pg 195-197)
- GTPD: Age, Race, Sex, and Class (pg 198-203)
- GTPD: Hybrid Masculinities (pg 204-216)
- ALWG: Sharp-Feminizing Women's Sports Teams (pg 39-41) *optional*
- BB: 6 Spoken Word Performances That Challenged the Patriarchy. *optional*
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Complete FLIP board post (due 10/1 by 11:59 PM) and response (due 10/8 by 11:59 PM)
3. Complete Module 4 Quiz (due 10/8 by 11:59 PM)
4. Complete your 2nd critical reflection (due 10/6 by 11:59 PM)
5. Submit APA style Reference List (due 10/8 by 11:59 PM)

Module 5: Gender and Work
Dates: 10/9-10/22

       Last day to withdraw without fee 10/9

       Fall Break: 10/9-10/10

Readings and Media:
- GTPD: The Glass Escalator, Revisited (pg 365-377)
- GTPD: Gendered Homophobia and the Contradictions of Workplace Discrimination for Women in Building Trades (pg 378-389)
- GTPD: The Modern Mammy and the Angry Black Man (pg 390-400)
- GTPD: Race and Gender in Families and at Work: the Fatherhood Premium (pg 415-427)
- ALWG: Hatton- Gender and the Sinking Floor in the U.S. Labor Market (pg 139-143) *optional*
- BB: COVID impact on women's employment
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media.
2. Complete FLIP board post (due 10/15 by 11:59 PM) and response (due 10/22 by 11:59 PM)
3. Complete Module 5 Quiz (due 10/22 by 11:59 PM)
4. Option to post slides for feedback (due 10/22 by 11:59 PM)
5. Optional Mid-semester Survey for bonus points

Module 6: Gender and Family

Dates: 10/23-11/5

Last day to withdraw with a fee 11/5

Readings and Media:

- GTPD: The Meaning of Motherhood in Black Culture (pg 257-267)
- GTPD: Revision and Resistance (pg 268-281)
- GTPD: Why Gender Equality Stalled (pg 292-295)
- BB: Transgender Homelessness Stats
- ALWG: Cotter et al.- Back on Track? Stall and Rebound for Gender Equality 1977-2012 (pg 161-169) *optional*
- ALWG: Cohen- Family Diversity is the New Normal for America's Children (pg 177-187) *optional*
- BB: PowerPoint - Examples of Excellent and Adequate Slides
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:

1. Read, watch, or listen to all required readings and media.
2. Complete FLIP board post (due 10/29 by 11:59 PM) and response (due 11/5 by 11:59 PM)
3. Complete your 3rd critical reflection (due 11/5 by 11:59 PM)
4. Complete Module 6 Quiz (due 11/5 by 11:59 PM)
5. Post Narrated Slides or link to video of presentation at Symposium on Presentation Discussion Board (due Sunday 11/5 at 11:59 PM)

Module 7: Gender, Social Change, and Representation

Dates: 11/6-11/19

Readings and Media:

- GTPD: Confessions of a Recovering Misogynist (pg 533-537)
- GTPD: Movement Intersectionality (pg 538-550
- BB: The Collective Power of MeToo (pg 573-578)
- TG: Chapter 1 Trans Kids (pg 13-45)
- TG: Chapter 6 Conclusion (pg 181-203)
- ALWG: Children's Gender Self-determination: a Practical Guide (pg 203-210) or Compton and Bridges- On Queering Parenting and Gender-Neutrality (pg 7-19)
- BB: Maya Angelo- Still I Rise *optional*
- ALWG: Uwujaren- Three Common Complaints about Political Correctness (that completely miss the point) (pg171-176) *optional*
- BB: Slides - How to Create a Narrated Presentation
- BB: Instructor Narrated Slides/Video

Steps to Complete Module Work:

1. Read, watch, or listen to all required readings and media.
2. Leave feedback for classmate (due Friday 11/10 at 11:59 PM)
3. Complete FLIP board post (due 11/12 by 11:59 PM) and response (due 11/19 by 11:59 PM)

4. Complete your final critical reflection (due 11/19 by 11:59 PM)
5. Complete Module 7 Quiz (due 11/19 by 11:59 PM)

Module 8: Gender, Social Change, and Representation Continued
Dates: 11/20-11-30 (Finals week -pace yourself)
      Break 11/22-11/24
      Finals grades posted by 12/4
Readings and Media:
● BB: Video - How to Give Constructive Feedback
● ALWG: Reingold- The Uneven Presence of Women and Minorities in America's State Legislatures- and Why it Matters (pg 151-156) or O'Leary and Shames-Shattering the Glass Ceiling for Women in Politics (pg 197-202)
● BB: Video (option 1)- MISS Representation Documentary (representation of femininity)
● BB: Video (option 2)- The Mask You Live In Documentary (masculinity)
● BB: Video (option 3) – (Man Made or Finding Kim) Documentary (trans visibility)
● BB: Document of links on how to get involved

Steps to Complete Module Work:
1. Read, watch, or listen to all required readings and media. (**Pick one documentary of the three options, unless you just feel spunky, then watch as many as your heart desires)**
2. Complete Essay Quiz 8 (due **TUESDAY** 11/27 at 11:59 PM)
3. Post final Project (due **THURSDAY** 11/30 at 11:59)
4. Breathe and DO SOMETHING FOR YOU because 12/4 is the end of the semester. To all those graduating CONGRATS!!!!

Eastern Kentucky University
Department of Social Work
Women & Gender Studies
WGS 495 Independent Study: Feminist Theories
Fall 2023

Time: 2:00-3:15 MW
Classroom: Keith 130
Instructor: Dr. Lisa Day
Office: Keith 126
Student hours: 3:30-5:00 TR
                 Others by appointment via email and Zoom
Email: lisa.day@eku.edu

Land Acknowledgment
    While our region has been home to many tribal communities, this course respectfully acknowledges that we are learning and living on the traditional lands of the Shawnee people.

Required texts
Articles and materials available through Blackboard and EKU Libraries databases.

Catalog course description
WGS 400 Feminist Theory and Practice. (3) A. Cross-listed as SJS 400. Prerequisite: WGS 201 or instructor approval. Examines development of feminist theory and its implications for continuing feminist scholarship. Includes related research project in student's major. Credit will not be awarded for both WGS 400 and SJS 400.

WGS Student Learning Outcomes
Upon completion of the course, students will be able to:
    1. Comprehend different aspects of intersectional identity associated with historical, social, cultural, and political issues and events.
    2. Apply feminist and intersectional theories to political and/or lived experiences.
    3. Analyze and synthesize the values, cultural contexts, and/or aesthetic qualities of artistic, literary, media, and scientific works pertaining to gender, sexuality, and intersectionality.
    4. Analyze and synthesize the implications of biological, cultural, and social factors that shape a non-monolithic understanding of identity related to gender, sexuality, and intersectionality.
    5. Develop and explain an informed perspective about gender, sexuality, and intersectionality.
    6. Select relevant, accurate, appropriate, and significant sources.
    7. Demonstrate effective and professional communication.

Program and Course Expectations
    This course is designed to reflect EKU's Comprehensive Diversity Plan that "respects and celebrates diversity, which includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexuality, disabilities, and cultural or national backgrounds, in pursuit of common unity." Our University community respects and celebrates the diversity of peoples, seeks to embrace all individuals, and prohibits discrimination.
    Women and Gender Studies courses seek to deconstruct systems of oppression and power; thus, topics will help students develop a greater capacity for intellectual open-mindedness. Courses will immerse the students in the complexity of human differences and commonalities. Exploration, analysis, and application of complex identity issues characterize these courses. WGS courses emphasize the challenges that must be addressed to achieve just, equitable, and productive societies, and promote the development of skills necessary to work effectively with others from diverse identities and perspectives.

Academic study of gender involves potentially controversial topics that might challenge your ideas, values, and beliefs. These moments should be viewed as learning experiences, and WGS courses encourage students to be open to these challenges with the intention of facilitating their own intellectual and social growth.

Diversity of opinions in the classroom will create a more dynamic learning environment, and course grades will be based on your critical thinking, not on your personal viewpoints. At times throughout the semester, you may feel uncomfortable about the topics that we address, but we are going to work through that discomfort together in productive ways that help us learn from each other. While we may not agree, we must still be respectful toward each other's lived experiences.

Please note: Films and other media used in the course may contain thought-provoking and potentially controversial material. The instructor and the class will discuss how the material is germane to overall course goals and topics.

To ensure an optimal learning environment, the following behaviors are expected from all members of the class:
1. Think through your comments before you make them.
2. Make comments to the entire group and not to the person(s) near you.
3. Never make derogatory comments toward another person in the class.
4. Disagree with ideas, but do not make personal attacks.
5. Be open to be challenged or confronted on your ideas or prejudices.
6. Challenge and confront others with the intent of facilitating growth, not to demean others.
7. Encourage others to speak up. Be especially encouraging of people who are working through their prejudices and attempting to grow as critical thinkers.
8. Be open to change.
9. See also Chapter 4 of the EKU Student Handbook: https://studentsuccess.eku.edu/studenthandbook

Evaluation Methods and Course Requirements
- **Essay: "Why I Am a Feminist" or "Why I Am Not a Feminist"**
    In the second week of class, you'll be submitting a personal essay based on your identification with feminism. Feel free to answer all or none of these questions as long as you somehow address the main prompt: What drew you to it? What is your earliest memory involving your belief and action regarding your sense of feminism? What pushed you away from it? Who are your feminist mentors? Why are you a WGS minor? How do you hope to incorporate your WGS education into your career? Although you may write in a casual style and use personal pronouns (I, me, my, myself), this essay is not a letter to me; think of it as a blog post. The essay should be three to four pages. Follow the Format Guidelines for Essays (Bb: Assignments).

- **Article Discussion**
    A feminist classroom is collaborative, which means I don't want to be the one who talks all the time or even most of the time. To encourage more discussion, by the second day of class, go through the syllabus schedule, search for the readings marked with (AD), and select your top three readings that you would like to lead in class discussion. Send your selections to me in an email with a numbered list, each author's last name, and their date on the syllabus.
    For the assignment itself, you'll need to put together a one-page, one-sided handout with the article's thesis, major quotations from the text, and key terminology in addition to two questions that you'll use to co-lead the discussion with me. **Please email the document to me by noon on the day before your presentation** so that I may post it for the rest of the class in time for them to read it and to prepare for a quiz question and class discussion. These handouts are for the class to use as their review materials, which means they should be thorough yet precise as well as carefully edited.
    These handouts will be evaluated based on content, organization, professionalism, and accuracy of documentation and citations, and flawless editing. If I see issues with spelling,

punctuation, format, or documentation, you will need to revise and re-submit the document with a deduction of points. Be sure to punctuate correctly around quotations:

- o **MLA format:** When issues of equality and equity are at stake, disagreement is both inevitable and important because "such dialogues ultimately create better ways of doing feminism over time" (Bromley 142).
- o **APA format:** When issues of equality and equity are at stake, disagreement is both inevitable and important because "such dialogues ultimately create better ways of doing feminism over time" (Bromley 2014, p. 24).

- **Research Project**
  As a natural complement to your readings and our discussions, you will engage in a process of feminist scholarship, including the following stages of writing one long paper:
  - ➢ Proposal: a description of your project, including a working thesis and your choice of theorists (approximately 200 words). Points will be deducted from the final paper if the proposal is not submitted on time.
  - ➢ Outline/Brainstorming/Plan: the outline should indicate a planned structure of the paper (at least one full page). The outline may take whatever form works best for your learning style—e.g., Model of Formal Argument structure, traditional outline, bullet points. Points will be deducted from the final paper if the outline document is not turned in on time.
  - ➢ Bibliography: a tentative Works Cited in MLA or References in APA style of relevant research (at least 10 scholarly sources and at least one theorist's work). This bibliography is not annotated. Points will be deducted from the final paper if the bibliography document is not submitted on time.
  - ➢ Final Paper: a polished paper containing theory-based analysis of a specific topic and incorporating scholarly sources (9-10 pages). Deductions of 5 points per day will occur for late papers.

  We will be discussing each stage in depth during class. You will be submitting the final paper electronically (Bb: Submit work here) by the beginning of class on the deadline; the paper will not be graded until it clears Safe Assignments.
  You will soon find out that I am detail-oriented, and it will benefit you to edit and proofread carefully and conscientiously. Follow the Format Guidelines for Essays in this class (Bb: Assignments). Familiarize yourself with MLA or APA bibliographical style and refer frequently to the *MLA Handbook* or the *Publication Manual of the American Psychological Association* (or either organization's website) so that you can correctly document and cite all sources. Be extremely wary of citation generators; most of the time they do not follow MLA or APA style thoroughly.
  Turn in your papers without long stories of your computer woes. Computer problems are like ingrown toenails: everybody has one at some point, but no one wants to hear about someone else's.

- **Quizzes and Capstone Exam**
  This class uses terminology from feminist theory, the history of feminism, major feminist principles, and prominent figures, compiled into one handout divided into eight categories. I'll be posting videos of each category, defining the terms and providing a bit more information about each term. You'll need to watch these videos and take careful notes so that you can study for four quizzes spaced throughout the semester.
  At the end of the semester, you'll take a capstone exam during finals week based on the terminology again. You will choose which format you prefer for each section of the capstone terminology list.

- **Final Grade Proposal**

Near the end of the semester, you will be submitting a proposal for your final grade. In this double-spaced, 2-3 page proposal, you'll rank yourself on a scale of "not my best self" to "my best self" in the following categories based on your engagement with the class:

- Did you participate?
- Did you keep up with the readings?
- Did you spend adequate time each week preparing for class and completing assignments?
- Did external factors impact your performance?
- Did you incorporate feedback into your work?

In your proposal, you will need to provide specific examples of work to support your claims.

Once you've listed and thought about your performance in the course, list the letter grade that you think you have earned. To figure your grade, I'll review your final grade proposal. Most likely, our records will align; in some cases, I will raise or lower the final grade that you proposed.

- **Participation**

To obtain the most benefit from this course, you should attend class prepared for active discussion. To attain this goal, practice *active reading*: always read and constantly engage with the text; don't merely underline or highlight text; make marginal comments about why those passages are significant. As you read, pay attention to the basic elements of the text, like factual details and the rhetorical/argumentative structure, but also look for theoretical statements and the author's examples of those theories. In your margins, note examples that you've seen in the media or personally witnessed. In class, you can share your thoughts and examples. Our discussions will aim for depth rather than breadth, and while feminism fully embraces the idea that the personal is political, we will strive to keep all personal anecdotes directly related to the day's readings.

At the very minimum, I expect you to keep up with the syllabus and to attend class alert with pen, paper, text, and, most importantly, a willing, cooperative attitude so that you may make a positive, regular contribution to the class. Please note: participation and attendance are not synonyms; good participation also isn't the equivalent of filling the air with noise.

Good participation also does *not* mean coming in late, leaving early, daily restroom breaks, sleeping in class, doing homework for other classes, text-messaging, taking cell phone calls, playing games, surfing the internet, wearing headphones/ear buds, mumbling to others, or showing any other type of disrespect toward others. If you are following along with class discussion with an electronic version of the assigned text, you will have to resist the temptation to surf the web on your laptop, iPad, phone, or other device. If I notice any of the described behaviors and have to ask you to discontinue the behavior, please view it as a warning; if additional infringements occur, you will be asked to leave the class and will be counted absent for the day.

Course grade

All final grades will be based on a whole-letter grade system of A (90-100), B (80-89.9), C (70-79.9), D (60-69.9), and F (0-59.9). The grade will be distributed according to the following percentages:

Personal Essay	10%
Article Discussion	10%
Research Paper	30%
- Proposal	5%
- Bibliography	5%
Terminology Quizzes	20%
Final Grade Proposal	10%
Participation	10%

Attendance Policy

Attendance at every class meeting *in its entirety* is expected, and each two tardy arrivals or early departures will count as a class absence. Students may not miss more than 10% of the class sessions (3 unexcused absences) and should strive for perfect attendance. For the purposes of this course, "excused absences" include verifiable medical or family emergencies, University-approved activities (accompanied by a university excuse), documentable illness (yours or your child's), and other unforeseen circumstances that the instructor deems to be reasonable excuses for an absence. Students should be prepared to document the reasons for the absence.

If regular, on-time attendance is a problem, students should consider dropping the class. Because this course is a highly concentrated exploration of feminist theory, attendance is vital. Other attendance-related issues include late work and emergencies:

➢ Late work policy: You must turn in your assignments by the appointed time on the syllabus, or you will receive a late deduction of 5 points per late day. Please definitely plan to attend class on the days when you are submitting a reading response; your analysis of the piece will enable a more involved level of participation.

➢ Emergencies: Life interrupts everyone's schedules sometimes. I will be sympathetic to any genuine crises that may occur, and I would rather know about a problem you may be having than to assume that you are avoiding doing the work. Because of the unpredictability of illnesses and emergencies, you should be extremely frugal with your allotted absences. Even the most crisis-ridden semesters do not require more than two weeks of missed classes. Keep in mind that the *prediction* of bad weather is not the same thing as a tornado spotted on campus.

Student Progress

You will be able to know your grades via Blackboard "My Grades." If you think you need to drop the course, please discuss that possible decision with your instructor and bear in mind these deadlines:

- Sunday, Aug. 20   The last day to add a course or to drop without receiving a "W" on your transcript
- Monday, Oct. 9   The last day to drop without a withdrawal fee
- Sunday, Nov. 5   The last day to drop the course with a withdrawal fee

For additional information, consult the Fall 2023 academic calendar on the Colonel's Compass: https://colonelscompass.eku.edu/fall-2023-deadlines-adddrop-refunds

University Policies

The following policies are described in detail at this link: https://academicaffairs.eku.edu/syllabi

- Accessibility Accommodation Statement
- Academic Integrity Statement
- Discrimination and Harassment, Title IX, and Prevention Statement

Technology and email

EKU requires all students and faculty to use their University email accounts for all correspondence. Due to hacking and privacy concerns, if you send me an email from a non-EKU address, I will reply only to ask you to re-send it from your official University email account. Your email should be professional, displaying respectful tone and form: use complete sentences, follow standard writing conventions, include a subject heading ("Appointment request," "Assignment clarification," "Research assistance"), address me as Dr. Day, and include your name at the end of the message.

If students use cell phones (or other technology unapproved by the instructor) in class, they will be asked to stow the device. If the behavior occurs again, they will be counted absent and asked to leave the classroom immediately. In addition to active use, this policy also includes passive uses such as ringing, vibrating, holding, looking at, or other distracting uses of the device.

This course requires use of Microsoft Word documents. EKU provides Microsoft 360 Plus free to all students. You can find instructions on installing the application on this EKU IT page: Microsoft 360 Plus for EKU Students.

Helpful Resources

- **Writing Assistance**

  The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or multimodal communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies, while referring to EKU Libraries as necessary. For more information, visit the Noel Studio website at http://www.studio.eku.edu/ or email noelstudio@eku.edu.

- **The Student Success Center**

  The Student Success Center, located on the ground floor of the library, provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 150 courses, as well as other services including mentoring, workshops, study space, computer use, and with any questions related to your college experience. Drop-in visits are welcome, and no appointment is necessary.

  Visit www.successcenter.eku.edu or email successcenter@eku.edu for more information.

- **Library Support**

  EKU Libraries is your hub for the free resources (both print and electronic) you will need to be successful in this course and at EKU, and our services and collections are fully accessible for both on-campus and distance/online students. EKU Libraries offers places for individual and group study as well as professional research guidance, virtual or in person, from one of our many qualified and friendly EKU librarians.

  Tight on time or taking classes online or at a distance? A library staff member can pull an item from our shelves and put it on hold for you to pick up at our Main Desk, and we can also mail items to off-campus students. For more information or if you have questions, please review our FAQ on Checking Out Books.

  You can get help with research in a variety of ways. We offer walk-up help, or you can visit our Ask Us page to search our Frequently Asked Questions (FAQ) section, chat with a live librarian, or schedule a research appointment either in person or via Zoom.

- **Additional Resources in the area:**

  Please keep the following numbers handy in case you or a friend may need the services offered by any of the organizations.

EKU Student Health Services	622-1761
EKU Women's Health Clinic	622-1761
EKU Counseling Center (24/7)	622-1303
EKU Psychology Clinic	622-2356
Title IX at EKU	622-8020
Colonel's Cupboard https://communityservice.eku.edu/Cupboard	Powell 152
Closet Transform https://communityservice.eku.edu/closet-transform	Powell 152
Ampersand Sexual Violence Resource Center of the Bluegrass	800-656-4673
Greenhouse17 (intimate partner violence assistance)	800-544-2022
Hope's Wings Domestic Violence Program	859-623-4095
Suicide and Crisis Lifeline (24/7)	988

WGS 400
Dr. Day

Feminist Theory and Practice
Fall 2023

Please read each day's readings before class time so that we can discuss the topics.

Note the four terminology quizzes throughout the semester. These quizzes will be in the form of multiple choice and short answer.

You'll post all out-of-class writing in the folder named Bb: SUBMIT WORK HERE.

Note the texts marked as **AD** in the readings. On Friday of the first week of class, submit your top three choices of articles for leading class discussion on its date.

It's nearly impossible to teach an advanced class in Women & Gender Studies without the mention of content that could be disturbing for some. On the days of the syllabus when we will be discussing readings that fit specifically into this category, I've indicated them with **CW**.

Week 1	
M 8/14	Course introduction

W 8/16	**What is theory?**
	hooks, bell. "Theory as Liberatory Practice." *Yale Journal of Law and Feminism*, vol. 4, no. 1, 1991, pp. 1-12.
	
	Due:
	Please send two email messages to lisa.day@eku.edu by 3:00 p.m. on Friday (8/18). By following these instructions, you'll be able to earn five points on your exam/quiz score:
	• Copy-paste the text from the Agreement/Information Sheet (final page of this document) into an email, fill out the information, and send.
	• Top three choices of Article Discussion pieces, ranked in order of your preference (#1, #2, #3) and listed by last name of the authors. If one author has multiple pieces on the syllabus, include the first word or two of the title.
	Example:
	   1) 9/25 Smith, Andrea
	   2) 10/23 Garland-Thomson, Rosemarie
	   3) 8/30 Ahmed, Sara. "Killing Joy."

Su 8/20 Last day to drop a full semester course without a "W" on the transcript

Week Two	
M 8/21	**First Wave: Angels in the House** Welter, Barbara. "The Cult of True Womanhood, 1820-1860." *American Quarterly,* vol. 18, no. 2, 1966, pp. 151-74. *JSTOR*.
W 8/23	**First Wave: Second Sex** de Beauvoir, Simone. "Introduction." *The Second Sex*, translated by H.M. Parshley. Jonathan Cape, 1956, pp. 13-28. **(AD)** **Due:** Personal essay (Bb: Assignments)

Week Three	
M 8/28	**Second Wave: Real Housewives**

	Friedan, Betty. "Metamorphosis: Two Generations Later." *The Feminine Mystique.* Norton, 1963, 2001, pp. 17-41. **(AD)**
W 8/30	**Quiz 1 (in class):** Historical Events; Theories and Methods

Week Four	
M 9/4	University holiday
W 9/6	**Second Wave: Subjectivity** Foucault, Michel. "The Subject and Power." *Critical Inquiry*, vol. 6, no. 4, 1982, pp. 777-95. *JSTOR.* **(AD)**

Week Five	
M 9/11	**Second Wave: Womanism** Smith, Barbara, Demita Frazier, and Beverly Smith. *The Combahee River Collective Statement.* Off Our Backs, 1977. **(AD)**
W 9/13	**Third Wave: Intersectionality** Collins, Patricia Hill, and Sirma Bilge. *Intersectionality*, Polity, 2016. **(AD)**

Week Six	
M 9/18	**The Problem That Has a Name** Ahmed, Sara. "Sexism: A Problem with a Name." *New Formations*, no. 86, 2015, pp. 5-13. *EBSCO.* **(AD)**
W 9/20	**Quiz 2 (in class):** Sexuality; Actions

Week Seven	
M 9/25	**Third Wave: Expanding Gender** Butler, Judith. "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory." *Theatre Journal*, vol. 40, no. 4, 1988: 519-31. *JSTOR.* **(AD)**
W 9/27	**Indigenous Feminism** Smith, Andrea. "Native American Feminism, Sovereignty, and Social Change." *Feminist Studies*, vol. 31, no. 1, 2005, pp. 116-32. **(AD)**

Week Eight	
M 10/2	**Monstrous Identities** Stryker, Susan. "My Words to Victor Frankenstein above the Village of Chamounix: Performing Transgender Rage." *GLQ*, vol. 1, no. 3, 1994, pp. 237-254. https://doi.org/10.1215/10642684-1-3-237 **(AD)**

W 10/4	**Fluidity** Diamond, Lisa. "Gender Fluidity and Nonbinary Gender Identities Among Children and Adolescents." *Child Development Perspectives*, vol. 14, no. 2, 2020, pp. 110-115. **(AD)**

Week Nine	
M 10/9	**FALL BREAK**
W 10/11	**Disability and Feminism** Garland-Thomson, Rosemarie. "Integrating Disability, Transforming Feminist Theory." *NWSA Journal*, vol. 14, no. 3, 2002, pp. 1-32. **(AD)** **Due: Research Paper Proposal (Bb: Submit Work Here)**

Week Ten	
M 10/16	**Quiz 3 (in class):** Doing Gender, Doing Sex; Ideology
W 10/18	**Body Politics** Bordo, Susan. "The Body and the Reproduction of Femininity: Reconstructing Feminist Discourse on the Body." *Unbearable Weight: Feminism, Western Culture, and the Body*. University of California Press, 2003, pp. 165-184. **(AD)** **Due: Research Paper Outline/Plan (Bb: Submit Work Here)**

Week Eleven	
M 10/23	**Reproductive Justice** Ross, Loretta J. "Conceptualizing Reproductive Justice Theory: A Manifesto for Activism." *Radical Reproductive Justice: Foundations, Theory, Practice, Critique*, edited by Loretta Ross, Lynn Roberts, Erika Derkas, Whitney Peoples, and Pamela Bridgewater. Feminist Press, 2017. **(AD)**
W 10/25	**Sex Work as a Feminist Issue** Xaymaca, Zee. "Sex Work as Resistance to Marginalization: Lessons from Black Feminist Theory, Disability Justice, and Black-Led Sex Worker Organizing." *Disability Studies Quarterly*, vol. 42, no. 2, 2022. https://dsq-sds.org/index.php/dsq/article/view/9116 **(AD)** **Due: Research Paper Bibliography (Bb: Submit Work Here)**

Week Twelve	
M 10/30	**"Why am I mad all the time?"** Ahmed, Sara. "Killing Joy: Feminism and the History of Happiness." *Signs,* vol. 35, no. 3, 2010, pp. 571-94. **(AD)**

W 11/1	**Appalachian Feminism** Wilkerson, Jessica. "'Nothing Worse than Being Poor and a Woman': Feminism in the Mountain South." *To Live Here, You Have to Fight: How Women Led Appalachian Movements for Social Justice*. University of Illinois Press, 2019, pp. 171-196. **(AD)**

Su 11/5	Last day to withdraw from a course with fee

Week Thirteen	
M 11/6	**Globalization and Its Discontents** Levit, Nancy, and Robert R. M. Verchick. "Feminist Legal Theory and Globalization." *Feminist Legal Theory*, 2nd ed., New York University Press, 2016, pp. 221-235. **(AD)**
W 11/8	**Due: Research Paper (Bb: Submit Work Here)** In-class workshop

Week Fourteen	
M 11/13	**Quiz 4 (in class):** People
W 11/15	**Applied Feminist Theory** Brubaker, Sarah Jane, and Brittany Keegan. "'Suddenly Everyone's an Expert in Our Field': Campus Victim Advocates and the Promises and Perils of Professionalization." *Violence against Women*, vol. 25, no. 9, 2019, pp. 1116-1137.

Week Fifteen	
M 11/20	Open for individual conferences
W 11/22	**Due: Final grade proposal (Bb: Submit Work Here)**

Finals Week	
M 11/27	**Capstone exam, 3:30-5:30 p.m.**
W 11/29	**Due: Research paper revision (Bb: Submit Work Here)**

WGS 400 Agreement & Information Sheet

       Please copy-paste this page into an email message, fill out the information, and send the email by Friday, August 18. If you follow these directions correctly, you'll receive 3 bonus points on your first quiz.

       I acknowledge my awareness of both the nature of academic dishonesty and the procedures that will be followed if my work illustrates such infractions. I am also aware of all other class procedures, including the attendance policy and assignment guidelines for WGS 400.

Personal information
       At some point in the semester, I may need to contact you outside of class. Please submit the best ways to contact you. Also, I would appreciate some other information about you so that I might be able to get to know you better and help you with course work.

Pronouns (she/he/they/ze)

Phone

Major/Minor

Previous WGS classes

Career goal

Activities (team sports,
work, sorority, RSOs, etc.)

Favorite movie(s)

Favorite author(s)/genre

Favorite podcast(s)

Last book you read for pleasure

Please list any triggering areas of content so that we can appropriately address any concerning topics:

_____

_____

_____