

## **WED 581 Workforce Diversity Syllabus Fall, 2009**

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### **COURSE DESCRIPTION**

Foundational information concerning a diverse/multicultural society. Importance of understanding cultural and demographic similarities/differences and how this information relates to the workplace and to education/training environments. Social diversity issues of current importance to workforce preparation and development of diversity training are included.

### **COURSE GOALS**

1. To understand diversity, diversity issues, and the challenges and benefits of diversity in the workplace
2. To describe how to create an environment that capitalizes on the creativity and richness that increased diversity offers
3. To develop leadership skills required to manage a diverse workforce effectively

### **COURSE OBJECTIVES**

1. Define the scope of diversity
2. Relate how diversity backgrounds have an impact on teaching and learning in the workplace
3. Recognize and propose solutions to organizational problems that can inhibit the full participation of many diverse employees
4. Identify various strategies for building bridges between diverse groups within the workforce for more productive working relationships
5. Evaluate the effects of workplace diversity programs
6. Assess personal views of diversity
7. Develop personal awareness plan of action
8. Teach others the skills needed to improve the workplace climate that capitalizes on the full contribution of all workplace members
9. Develop a training plan for a workplace diversity program

## REQUIRED COURSE TEXTBOOKS

- Cox, T., Jr. (2001). Creating the multicultural organization. San Francisco: Jossey-Bass.
- Johnson, A. (2006). Privilege, power, and difference. 2<sup>nd</sup> ed. New York, NY: The McGraw-Hill Companies.

## COURSE READINGS

The professor will provide articles for further exploration of course concepts. Students will also be required to find articles and resources for projects and presentations.

## COURSE ASSIGNMENTS

Attendance and Participation (10 points per class)	150 points
(2) In-class activities/(1) Homework assignment (50 pts. each)	150 points
3 Periodical Reviews (25 points each)	75 points
Midterm Exam	200 points
Team presentation on workforce diversity topic	150 points
Out-of-Comfort Zone Self-Assessment	75 points
<u>Diversity Manual</u>	<u>200 points</u>
<b>Total Points</b>	<b>1000 points</b>

## Grading Scale

A=930+ B=929-860 C=859-790 D=789-720 F=719 and below

## POLICIES

1. Attendance points are recorded at the beginning of class and reviewed for participation. Full participation is needed to receive the full 10 points. Five points will be deducted from a student who does not actively engage in lectures/activities/question-posing.
2. If you need to miss more than 1 day of class, please discuss the reason with the professor on the **first day of class or soon thereafter**. In the case of an emergency, please call the professor as soon as possible.
3. The grade of A **will not** be assigned to late assignments. Assignments are considered late if they are not submitted at the beginning of the class period of the due date.
4. Grades that are within 1 or more points of the next higher grade will not be increased. Grades are based on points, not percentages.
5. There will be no retakes on the midterm exam without verification of an emergency.
6. Laptops are not allowed unless a student has a letter from the Office of Disability Support Services stating one is needed for note-taking or other purposes.
7. It is **each student's responsibility** to get class information from classmates when s/he misses a class. The professor will not repeat lectures during office hours. Further clarification of concepts and answers to questions can be provided during office hours.
8. **Hard copies** of assignments are **required**; you may e-mail them in **emergency situations only** in order to submit them on time. **A hard copy is still required** by the next class period.
9. Students will not be allowed to make up in-class assignments if a class is missed, unless there is documentation of an emergency.
10. Students must submit a self-addressed, stamped envelope in order to receive final projects mailed to them at the end of the semester.

## **LEARNING METHODS**

This course will utilize a variety of methods to ensure students learn the material. These will include lectures, readings, writing assignments, video presentations, group assignments, experiential activities, guest speakers, and service-learning opportunities.

## **STUDENTS WITH DISABILITIES OR THOSE NEEDING SPECIAL ACCOMMODATIONS**

Any student with a physical or learning disability that may require reasonable accommodations (hearing, testing, reading, etc.) should contact me early in the course for assistance. Any other special accommodations should also be made known (seating, etc.).

## **ACADEMIC HONESTY**

Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Unauthorized copying of software and violation of copyright laws are also serious infractions. Each will result in the grade of an F and will be reported to the department chair.

## **EMERGENCY PROCEDURES:**

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Public Safety's website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.