



**EDCI 559**  
**Diversity & Equity in Education**  
**COURSE SYLLABUS: Spring 2025**

**INSTRUCTOR INFORMATION**

**Instructor: Dr. Julia Persky**  
**Office Location: N/A**  
**Office Hours: by appointment**  
**Office Phone: (903) 886-5669 (EDCI Office)**  
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**Email Communication Response Time: 24 Hours (M-F)**

**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings**

**Textbook(s) Required- *Affirming Diversity: The Sociopolitical Context of Multicultural Education 7th Edition* Sonia Nieto and Patty Bode**

**Software Required**  
**Optional Texts and/or Materials**

**Course Description**

**This course focuses on factors of diversity that impact decisions educators must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners.**

The goals of EDCI 559 include, but are not limited to providing students the skills necessary to accomplish the course objectives.

Student Learning Outcomes  
Learning outcomes are supported by NCATE [Standard 4: Diversity](#)

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The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P–12 schools.

Moreover, learning outcomes are supported by the Goals and Objectives of The National Association for Multicultural Educators-NAME <http://nameorg.org/names-missio/goals-objectives/>  
There are six points of consensus regarding multicultural education that are central to NAME's philosophy, and serve as NAME's goals:

- To respect and appreciate cultural diversity.
- To promote the understanding of unique cultural and ethnic heritage.
- To promote the development of culturally responsible and responsive curricula.
- To facilitate acquisition of the attitudes, skills, and knowledge to function in various cultures.
- To eliminate racism and discrimination in society.
- To achieve social, political, economic, and educational equity.

During this course, the learner will:

1. Reflect on personal and professional life developments as they relate to your beliefs and practices as a teacher. – Accomplished by book club and textbook readings, stepping outside your comfort zone and discussions.
2. Be familiar with current and classical literature on the effects of diversity on student learning, e.g., socioeconomic status (SES), race, gender, achievement, handicapping conditions, etc. – Accomplished by book club and textbook readings, interview with an ELL and discussion prompts.
3. Become familiar with literature about children in different populations on the topic of diversity and learning. Accomplished by book club and textbook readings, interview with an ELL and essay and discussion prompts.
4. Understand one's own personality (learning styles, intra- and interpersonal characteristics, temperament, child centeredness, etc.) and describe how these traits impact instruction and learning of students in the classroom. Accomplished by book club and textbook readings, discussion prompts, cultural memoir, and stepping outside your comfort zone.
5. Identify and implement instructional and management strategies that are successful among diverse populations. Accomplished by book club and textbook readings and discussion prompts, interview with an ELL and essay, and stepping outside your comfort zone.

During this course, the learner will:

6. Reflect on personal and professional life developments as they relate to your beliefs and practices as a teacher. – Accomplished by book club and textbook readings, stepping outside your comfort zone and discussions.
7. Be familiar with current and classical literature on the effects of diversity on student learning, e.g., socioeconomic status (SES), race, gender, achievement, handicapping conditions, etc. – Accomplished by book club and textbook readings, interview with an ELL and discussion prompts.
8. Become familiar with literature about children in different populations on the topic of diversity and learning. Accomplished by book club and textbook readings, interview with an ELL and essay and discussion prompts.
9. Understand one's own personality (learning styles, intra- and interpersonal characteristics, temperament, child centeredness, etc.) and describe how these traits impact instruction and learning

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of students in the classroom. Accomplished by book club and textbook readings, discussion prompts, cultural memoir, and stepping outside your comfort zone.

10. Identify and implement instructional and management strategies that are successful among diverse populations. Accomplished by book club and textbook readings and discussion prompts, interview with an ELL and essay, and stepping outside your comfort zone.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Using the learning management system (D2L Brightspace), using Microsoft Office software, using presentation and graphics programs, using chat programs such as Adobe Connect and Zoom, and using VoiceThread.

### **Instructional Methods**

This course is delivered 100% online. It includes essays, inquiry-based discussions, quizzes, collaborative projects, and individual assignments.

### **Student Responsibilities or Tips for Success in the Course**

Success in the course is largely based on keeping up with assignments which requires regularly logging into the course website, and not waiting until the last minute to complete assignments.

## **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

### **Assessments**

Please note that ONE letter grade will be deducted for each day your Cultural Memoir, Stepping Outside your Comfort Zone, and Interview with an ELL and Essay are submitted late. Another letter grade will be deducted for each day the assignment is late thereafter. For example, if your

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assignment is submitted at 12:00 a.m., instead of 11:59 p.m. on the date the assignment is due, the highest grade you can earn is a “B”. If it is turned in two days late, the highest grade you can earn is a “C” and so on. Discussions that are posted late will not be evaluated and the student will receive a “zero” for that discussion.

**YOU MUST USE HEADINGS IN ALL PAPERS.** Please see the example paper in Doc Sharing. If you look at the comments in the right margin, I have labeled the headings and sub-headings.

**DOCTORAL STUDENTS WILL COMPLETE THE ASSIGNMENTS at the bottom of the assignment list IN ADDITION TO ASSIGNMENTS 1-7**

### **1. Discussion Posts and/or Activities See D2L for Due dates**

You will be assigned activities and/or discussion prompts/questions. These will be located under the **discussion** tab in D2L. You are to respond to the **instructor’s prompts/questions** by the closing date of the module 11:59 p.m.

Response Posts: **Each student must post ONE original response OR respond to at least ONE of their peer’s discussion posts for each discussion prompt** by the closing date of the module by 11:59 p.m. **(not activities)**. Each response post should insightfully answer the question posed and be grounded in empirical evidence (meaning you will support your response with evidence from your readings). Each should show evidence of critical thinking and continue to further the discussion. Stating I agree is not adequate. Please see the Discussion Board Rubric in Doc Sharing so that you know how you will be graded.

### **2. Cultural Memoir Essay Due**

You should **collect three to six significant objects, photographs, writings, etc. to help you think about your own cultural background.** You will write a **reflective essay** that describes the objects you chose **(you MUST take photos of each artifact and include them at the end of your paper)** and addresses the following questions, as appropriate and in ways that are meaningful to you. Please remember this is a formal paper and should be written in essay format. Please do not use bullet points or type in the questions followed by answers. **YOU MUST USE HEADINGS IN YOUR PAPER.**

**Your paper must include (but is not limited to) the following:**

- What do the objects in your memoir signify to you in terms of cultural values?
- What have you learned from others in your social context about who you are, what is important to you, what values you hold, how you think about education and yourself as a student and a teacher?
- What life experiences (e.g., cross-cultural experiences, travel, friends who are different from you) have helped you make what is invisible, more visible related to your cultural values?
- What are the connections with the things that you learned about yourself during this assignment and the expectations you have for students in your classroom?
- How have your values and perspectives shaped how you think about others? About difference? About social justice in schools and society?

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### 3. Film Analysis and Reflective Essay

Below, I have provided a list of films and documentaries available on cable/satellite TV, streaming services such as Netflix, Hulu, and Paramount Plus, or for rent through platforms such as Amazon Prime Video. Some may be found in the TAMUC-Commerce media library, or your local library. **If there is film you would like to view that is not on the list below, please get permission from your instructor.**

To complete the assignment, you are to select **TWO** films from the same category (i.e. two films from "issues on race and ethnicity" or two films from "institutionalized prejudice") that will help you learn more about a topic and/or group different from a group to which you belong. **You are expected to view films you have not previously seen.**

Complete an analysis of each film, along with a reflective essay. Analysis of each film should include: 1) a brief synopsis of the film; 2) characterization: describe the characters, their personalities, depth, narrative/backstory, and unique identity; 3) narrative analysis, story elements and plot; 4) setting; how does the setting contribute to/ground the narrative? How does the setting make the movie feel?

Following the film analyses, in the same document, you will write a 3-5 page (maximum) reflective essay. Your essay must include (but is not limited to) the following: 1) new insights, information, or attitude changes you gained about the particular social issue or group involved; 2) what implications you think your new insights, information, or attitudes have for your behaviors as an educator; 3) make relevant connections to personal experiences as an educator (teaching, learning, classroom management, parent communication/involvement, curriculum design/lesson planning and implementation, etc).

The paper should include headings and follow APA format. Directions for using headings and APA formatting are in Doc Sharing.

#### Movie/Video List for Reflective Essay Assignment

Select **three** of the movies/videos from the SAME category listed below to view and reflect upon.

#### **Immigration, Assimilation and Acculturation**

El Norte  
Rabbit Proof Fence  
Lost Boys of Sudan  
When East meets East (East is East)  
Abandoned: The Betrayal of America's Immigrants  
Ellis Island  
Farmingville  
The Gatekeeper  
Split Decision  
Banana split  
Real Women Have Curves

#### **Issues of Race and Ethnicity**

Selma  
4 Little Girls  
Do the Right Thing  
Mi Familia  
Cesar Chavez  
Smoke Signals  
Beloved  
In America

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Joy Luck Club  
Rosewood  
American History X  
White Identity Theory: Origins and Prospect  
Real Women Have Curves

### **Institutionalized Prejudice**

Amazing Grace  
Cesar Chavez  
Sounder  
Lone Star  
Amistad  
Skin  
Come See the Paradise  
Das Experiment  
Selma  
Held in Trust: The Story of Lieutenant Henry O. Flipper  
Violence: An American Tradition  
Black Like Me  
The House We Live In

### **Issues of Sexual Orientation**

Song Catcher  
Straight from the Heart  
It's Elementary  
Flag Wars  
Different for Girls  
One Nation under God  
This Way Out  
The Brandon Teena Story  
Southern Comfort  
A Boy Named Sue  
The Celluloid Closet  
Brokeback Mountain  
Boys Don't Cry  
Moonlight  
Dallas Buyers Club  
Milk  
Philadelphia  
Fellow Travelers

### **Issues of Social Class**

Cesar Chavez  
Norma Rae  
Silkwood  
Roger & Me  
The Big One  
Milagro Beanfield War  
Matewan  
Brassed Off  
Maria Full of Grace  
Life & Debt

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Flag Wars  
People Like Us  
The Last Graduation: The Movement for College Programs in New York State Prisons After Attica  
The Farmer's Wife  
North Country  
The Corporation

### **Issues of Gender**

Welcome to the Doll House  
Whale Rider  
Maria Full of Grace  
Sexual stereotypes in Media: Superman and the Bride  
The Color of Fear: A Film  
The Young and the Damned: Los Olvidados  
Gender Issues  
"In My Country"; An International Perspective on Gender  
Lives Together, Worlds Apart: Men and Women in a Time of Change  
Boys Don't Cry  
North Country

### **Issues of Social Justice**

Selma  
Bowling for Columbine  
Dead Man Walking  
Cesar Chavez  
Fahrenheit 9/11  
The Control Room  
In Whose Honor?  
The Jaundiced Eye  
Supporting Youth: Their Education an Survival  
Democratic Promise: Saul Alinsky and His Legacy  
Who Killed Vincent Chin?  
Brubaker  
Mississippi Burning  
When the Levees Broke: A Requiem in Four Acts

## **4. The Interview with an ELL and Essay**

Interview an adult or teenager whose first language is not English. The interview should focus on that individual's experiences learning the English language. In particular, focus the interview on: 1) the method by which the person learned or is learning English; 2) what does/did the person find most frustrating or difficult about the experience; 3) what aspects of U. S. society and culture does the person find difficult to understand; why did the person decide to come to the U. S. You are not limited to these questions; however, at a minimum, these questions must be addressed. Write an essay in which you present your interview findings. Discuss what implications you see in your interviewee's response for you as a teacher of children whose first language is not English as well as those whose first language is English.

**STUDENTS WILL CHOOSE ONE OF THE FOLLOWING (BOOK REVIEW OR STEPPING OUTSIDE YOUR COMFORT ZONE)**

## **5. Book Review**

For this assignment, students will select a book from the list provided below, and write a book review. If there is a book you would like to read and review, that is not on the list, please get

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permission from your instructor. **You are expected to select a book you have not previously read.**

Directions for writing a book review (not a book report) are posted in the Doc Sharing section. The book review should be 4-5 pages in length (minimum), use headings, and follow APA format. Directions for use of headings and APA formatting can be found in Doc Sharing.

To ensure you have sufficient time to order & read your selected text, you will have most of the semester to complete this assignment.

#### **Book List:**

*The Girl in the Tangerine Scarf* by Mohja Kahf

*Savage Inequalities: Children in America's Schools* by Jonathan Kozol

*Multiplication is for White People: Raising Expectations for Other People's Children*, by Lisa Delpit

*Subtractive Schooling: US Mexican Youth and the Politics of Caring* by Angela Valenzuela

*A White Teacher Talks About Race* by Julie Landsman

*White Like Me: Reflections on Race from a Privileged Son* by Tim Wise

*Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* by Claude Steele

*Invisible Child: Poverty, Survival, and Hope in an American City* by Andrea Elliott

*Jim Crow's Pink Slip: The Untold Story of Black Principal and Teacher Leadership* by Leslie Fenwick

*Their Highest Potential* by Vanessa Siddle Walker

*Just Mercy* by Bryan Stevenson

*Teaching to Transgress* by bell hooks

*Pedagogy of the Oppressed* by Paulo Freire

*The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander

*Three Cups of Tea: One Man's Mission to Promote Peace - One School at a Time* by Greg Mortenson and David Relin

*Stone Butch Blues* by Leslie Feinberg

*Fun Home* by Alison Bechdel

*Racism by Another Name: Black Students, Overrepresentation, and the Carceral State of Special Education* D. Hines, M. Boreda, and E. Lindo (Editors)

*Sweetwater: Black Women Narratives of Resilience* by Robin Baylorn

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*Evicted: Poverty and Profit in the American City* by Matthew Desmond

*Poverty, by America* by Matthew Desmond

*The Color of Law: A Forgotten History of How Our Government Segregated America* by Richard Rothstein

*Black Disability Politics* by Sami Schalk

*Troublemakers: Lessons in Freedom from Young Children at School* by Carla Shalaby

*Refugee High: Coming of Age in America* by Elly Fishman

*Dude, You're a Fag: Masculinity and Sexuality in High School* by C.J. Pascoe

*On the Run: Fugitive Life in an American City* by Alice Goffman

*Disability Visibility: First-Person Stories from the Twenty-First Century* Edited by Alice Wong

*Lies My Teacher Told Me* by James Loewen

*Racism without Racists: Colorblind Racism and the Persistence of Racism* by Eduardo Bonilla-Silva

*The 57 Bus* by Dashka Slater

*The School I Deserve* by Jo Napolitano

*Salvation on Mission Street* by Cathy Arellan

*Everybody's Bread* by Claudia Rodriguez

*In a Queer Time and Place: Transgender Bodies, Subcultural Lives* by J. Jack Halberstam

*Borderlands* by Gloria Anzaldua

## **6. Stepping Outside Your Comfort Zone**

For this assignment, you are to attend an event that will help you learn about a topic and/or group different from the groups to which you belong. The idea is that you will experience people different from those who are a part of your normal daily circle of family and friends.

You cannot submit for credit an experience from your own group.

If you need assistance finding an event to attend, some can be found on [www.dfwinternational.org](http://www.dfwinternational.org). You may also want to check local newspapers, Chambers of Commerce for local cities, and websites. Places/events to consider may include: the Dallas Holocaust Museum, Dallas Black Dance Theater, Ballet Folklorico, cultural heritage museums, local parades and celebrations centered on different cultural holidays, etc.

Take note of your interactions with people at the event. Write a reflection about your experience. Your reflection should include (but is not limited to): 1) a thorough description of the event; 2) what insights, new information, or attitude changes you gained/experienced about the particular social issue or group involved; 3) what implications you think your new

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insights, information, or attitudes have for your behavior as an educator (this should be the a large portion of your paper).

Papers should be 4-5 pages in length (minimum), use headings, and follow APA format. Information on APA format and use of headings can be found in Doc Sharing.

To ensure students have plenty of time to find and attend cultural events, you will have most of the semester to complete this assignment.

**YOU WILL HAVE THE ENTIRE SEMESTER TO COMPLETE THE BOOK REVIEW OR THE COMFORT ZONE ASSIGNMENT. SEE D2L FOR FINAL DEADLINES.**

## **7. Student Information Sheet Due by the end of the Introduction Module.**

### **Milestones in Education (75 points) Due by the end of Module 2 (Doctoral Students)**

You will be assigned TWO milestones in Education that are worth a total of 75 points. Find two historical articles. Two that support and two that negate your milestone. Next, find two current (last 5 years) articles that supports and two that negate your milestone. (This should be approximately 1-2 double spaced pages). You will need to include all of the following information *You will need to make sure you explain and include the following:*

1. Background or context of the milestone.
2. Significance of the milestone.
3. Relevance of the milestone to diversity in education.

Pictorial Presentation-You will create a pictorial presentation of your Milestone in Education. Please see D2L for more specifics.

### **Doctoral Student Assignment 1. Diversity Book Review (100 points) Due by the end of Module 4**

You will select a book from the list found in Doc Sharing and write a book review. Include the following in your review:

1. Information about the author
2. The main themes in the book
3. Analysis of the books strengths and weaknesses and examples of each
4. Conclusion

More specifics about the book review can be found in D2L.

### **Education Policy Revision (60 points) (Doctoral Students)**

You will select two education (in regard to diversity and equity) policies that don't support effective instruction. These can be policies at the campus, district, state or national level. Your task is to rewrite the policy so that it does support effective instruction. Your rewritten policy should include the following: the original policy, research that supports your belief that the policy is not appropriate, your rewritten policy, and why you chose this policy. You must include in your education policy revisions and references.

## **TECHNOLOGY REQUIREMENTS**

### **Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of

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supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### **Desktop Support**

<b>Browser</b>	<b>Supported Browser Version(s)</b>	<b>Maintenance Browser Version(s)</b>
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### **Tablet and Mobile Support**

<b>Device</b>	<b>Operating System</b>	<b>Browser</b>	<b>Supported Browser Version(s)</b>
Android™	Android 4.4+	Chrome	Latest

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Device	Operating System	Browser	Supported Browser Version(s)
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

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- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

### Brightspace Support

#### Need Help?

#### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



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## System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

You are expected to participate in all classes and activities. This is an online course so participation is up to you this includes readings, discussions, and assignments.

Research: Research is part of TAMU-C requirements. All faculty members that work at the university must research and publish their research. As action research helps an instructor to determine the worth of the class assignment they develop, I like to do research on assignments and/or activities used in our class. Therefore, any reflective responses to the planned class activities may be used to fulfill my research requirement. However, all responses used in research articles will be anonymous. That is, no names or any identification about specific students will be used anywhere in my research. If you disagree to this, please let me know and I will give you a paper to fill out and I will not use any response I know is from you.

#### Policies:

- 1) The publication manual for the American Psychological Association (APA), 6<sup>th</sup> ed., should be used for citations, references, and manuscript style for all written work.
- 2) Written work should be turned in according to the class schedule. Assignments are due by 11:59 p.m on the day indicated, unless otherwise indicated. No late discussion postings and/or assignments will be accepted or receive any credit. No exceptions will be made. Plan ahead and try to complete assignments well in advance to avoid last-minute problems. Computer difficulties will not be accepted as an excuse for late submission. Students are encouraged to check with different browsers, security levels; and, if settings on home computers are not compatible, they are encouraged to use libraries or computer labs on campus or local/private cyber cafes. It is a good idea to allow plenty of time for eleventh-hour adversities.
- 3) All assignments should be the student's own work. Please read the student handbook for information regarding the penalty for plagiarism. All documented cases of plagiarism will result in an automatic zero (0) on that assignment and may be forwarded to the Office of Student Life for disciplinary action. Remember that even copying one sentence without proper citation/quotations constitutes plagiarism!
- 4) Please note that points will be deducted for incomplete assignments and for those that are not of graduate level high quality.

#### Plagiarism Policy:

Professionals are careful to include appropriate citations of all sources. Without citations, you are presenting ideas or words as your own. Paraphrasing another's work calls for a citation to give credit to the author. Even when you cite accurately, you need to use your own words; use direct quotes very sparingly. It is imperative that you create your own work and use your original words. Cutting and pasting from another source is not acceptable.

#### ACADEMIC DISHONESTY STATEMENT:

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Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections in this handbook relating to standards of conduct and academic life.

### Definitions

Academic dishonesty includes cheating, plagiarism, falsifying academic records and other acts intentionally designed to provide unfair advantage to the student or the attempt to commit such acts. Cheating includes, but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, or class assignments intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct. Plagiarism occurs when a student obtains someone else's work and presents those ideas or words as her or his own academic work. Falsifying academic records includes, but is not limited to, altering grades or other academic records.

Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course will be reported. The specific disciplinary process for academic dishonesty is found in the TAMU-C Student Handbook.

Please see the Student Handbook for additional information on academic dishonesty.

### Professionalism Component

You are expected to demonstrate a professional attitude at all times. This includes respecting the thoughts of your peers as well as your instructor. Also included is the following: participating in small and large group discussions, being on time, staying the entire time, accepting constructive criticism, listening, turning in high quality work, and understanding that this is a growth experience. Students who come into class expecting an A need to rethink their reason for being here. If you want an A, then you must work to earn the A. The Professional Behavioral Standards Evaluation Form will be used at such a time as it is warranted due to non-compliance with these expectations. "All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct).

### Online Discussions and Chat rooms

You will be expected to participate in online discussions and some chats. Post to discussion boards answer the questions thoroughly. There is no, "I agree with her" and that's it. You must respond in a professional manner. The discussions, please see rubric. No late discussion postings will be accepted or receive any credit. No exceptions will be made.

### ONLINE CLASS EXPECTATIONS

Online courses are a lot of work, more so than a face to face meeting. You have to be disciplined to be successful. If you are not, this may not be the course for you. Do not get behind in this course. If you do, you will not succeed. **Your readings and assignments are critical to your success in this course.** Students are expected to spend approximately 6-7 hours per week on course work excluding readings. The points you earn for discussion boards and activities will help ensure that you are keeping up with your assignments. You also need to have computer equipment that works. I understand storms cause power outages. However, you are still responsible for completing all assignments by the due date. If you are having technical difficulties, you need to get it corrected a.s.a.p. I do not suggest waiting until the last minute to complete your assignments.

*The syllabus/schedule are subject to change.*

All students are expected to maintain high standards of quality of work and integrity. All written assignments are to be word processed, double-spaced and in 12 pt. font. All students are expected to maintain high standards of integrity; any use of the writing of others, must be quoted and cited.

Final Grade: Your final grade is a percentage of total possible points. You can figure your grade at any time by knowing the total possible points to date and computing the percentage. You have the right to appeal your final grade.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)  
<http://www.albion.com/netiquette/corerules.html>

#### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).  
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

#### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## **ADA Statement**

### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Velma K. Waters Library Rm 162**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

**Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)**

**Website: [Office of Student Disability Resources and Services](#)**

**<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>**

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

*The syllabus/schedule are subject to change.*

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



## **COURSE GRADING SYSTEM**

### **COURSE GRADING SYSTEM**

A "A" will be given for 90%-100% of the total points earned or work that is exceptional quality  
A "B" will be given for 80%-89% of the total points earned or work that is above average quality  
A "C" will be given for 70%-79% of the total points earned or work that is average quality.  
A "D" will be given for 60%-69% of the total points earned or work that is below average quality.  
A "F" will be given for 59% or less of the total points earned or work that is poor quality.

**NOTE: The instructor reserves the right to modify any portion of this syllabus, including course assignments, grading system and due dates as circumstances may warrant.  
The final course grade will be based upon the chart listed below:**

Assignments

A = 90-100%

B = 80-89%

C = 70-79%

**ALL ASSIGNMENTS ARE DUE BY 11:59 P.M.**

*The syllabus/schedule are subject to change.*