University of West Georgia
XIDS 2002: What Do You Know about the Honors College?
Course Syllabus—Diversity in STEM Special Topic
Fall 2017

Instructor: Dr. Christopher Jett
Office: 322 Boyd Building
Class Location: 302 Boyd Building
Office Hours: MW 11:00 a.m.–12:00 p.m.
            MW 1:00–2:00 p.m.; 3:15–4:15 p.m.

E-mail: cjett@westga.edu
Phone: (678) 839-4130
Class Meeting: MW 2:25–3:15 p.m.

Catalog Description:
This course will explore diversity, broadly defined to include constructs such as culture, race,
gender, language, class, religion, and sexual orientation, in STEM. The course will include
opportunities for writing, critical discussions, and interactive activities surrounding diversity in
STEM. Students will develop deeper understandings of these issues with respect to STEM matters
in society, policy, and education reform.

First Year Seminar Goals:
Goal 1: Introduce first-year students to the importance of life-long, active learning and the value
of intellectual inquiry as keys to academic success in college and professional success beyond
college.
Goal 2: Provide first-year students with an opportunity for meaningful intellectual and
professional dialogue with faculty members as a way to develop mentoring relationships and foster
positive faculty-student interactions throughout their college careers.

Student Learning Outcomes:
UWG’s Honors students will:
• Understand their position as Honors College students and all that it entails.
• Read and discuss scholarly literature regarding diversity in STEM.
• Critique peer-reviewed journals and other content sources for diversity effectiveness.
• Explore multiple perspectives regarding diversity in STEM.
• Reflect upon key issues germane to promoting diversity in STEM.
• Demonstrate their views, beliefs, etc. via a position paper.
• Establish personalized visions for life as a scholar and intellectual.

Attendance Policy:
It is my expectation that you will attend every class session and be punctual. Class participation
entails being an active participant to your respective learning community. In the event of an
absence, you are expected to get the materials and information relevant to the missed class from
your peers.

Students with Disabilities:
Students who wish to request accommodation for a disability may do so by registering with the
Office of Disability Services. Students may only be accommodated upon issuance by the Office
of Disability Services of a signed Accommodation Plan and are responsible for providing a copy
of that plan to instructors of all classes in which an accommodation is sought.

**Instructional Methods and Activities:**
During class sessions, a variety of pedagogical strategies will be employed to engage students in
the teaching and learning dynamic. Students are expected to be professional and to be active
participants in class activities, cooperative learning tasks, learning designs, etc.

**Assignments:**

*Attendance, Class Participation, and Professionalism (150 Points)*
It is my expectation that you will attend every class session. In the event of an absence, you are
expected to get the materials and information relevant to the missed session from one of your peers.
In the event that you miss more than three course meetings, you can expect your course grade to
be lowered by 30 points for each additional absence.

All students have something valuable to contribute to the construction of our learning. I expect
that you will come to class having read and reflected on the assigned reading material. Reading
the assigned material means that you will have underlined, highlighted or made notes in the
margins of particular passages that are important to you. Reflecting on the texts means that you
will come to class prepared with comments and/or questions about what you have read. Given that
this class is centered on dialogue, it is important to READ, READ, and READ.

*Personal Reflective Journals (PRJs) (350 Points) (5 @ 70 Points Each)*
PRJs are designed for you to synthesize and personalize the literature as well as analyze your own
experiences. PRJs are meant to be personally thought-provoking and reflective; therefore, no
references are needed for these papers. Ten PRJs will be assigned throughout the semester.
However, please submit only five PRJs.

*Diversity in STEM Handout (100 Points)*
Please prepare a handout of some sort (be as creative as possible) as a way to highlight your
selected issue and to earmark how it might be a valuable resource for STEM professionals. This
assignment will be due on Wednesday, November 29th.

*Diversity in STEM Final Presentation (100 Points)*
Please prepare a presentation of some sort (be as creative as possible) as a way to highlight your
selected issue. Additional information concerning the final presentation will be forthcoming.

*Position Paper (300 Points)*
Please write and submit a position paper (3–5 double-spaced pages) demonstrating your current
views concerning diversity in STEM. Keep in mind that this position paper should be tailored to a
particular diversity issue discussed during this semester. You should use course readings and other
scholarly sources to support your position statement. Please use a creative title for your position
paper and write your position paper using the American Psychological Association (APA) 6th
dition writing style. This assignment will be due on Monday, December 4th by 2:00 p.m.
**Evaluation Techniques:**
Attendance, Participation, & Professionalism: 150 Points
PRJs: 350 Points (5 @ 70 Points Each)
Diversity in STEM Handout: 100 Points
Diversity in STEM Final Presentation: 100 Points
Position Paper: 300 Points
**Total – 1000 Points**

**Grading Scale:**
A: 1000–900 Points  
B: 899–800 Points  
C: 799–700 Points  
D: 699–600 Points  
F: Below 600 Points

**Class Policies and Procedures:**
1. All course readings will be posted in CourseDen.
2. There will be no make up for the Diversity in STEM Presentation; failure to present on your scheduled date will result in a grade of zero.
3. Late work is not accepted under any circumstances.
4. Please make certain that cellular phones are placed on vibrate or silent during class time.
5. Cheating or plagiarism is not tolerated. If you are caught doing so, then you will receive a zero for the assignment and will be reported for academic dishonesty.
6. When you send me an e-mail message, please use a salutation and always write a short message to accompany your message, even if you are just sending an assignment.
7. Conferences can be beneficial and are encouraged. All conferences should occur during office hours.
8. Office hours will not be kept during final examination week. If a meeting is necessary during that final examination week, then please schedule an appointment.
9. Please note that the weekly schedule is tentative. Changes might be made based on students’ needs, inclement weather changes, etc.
10. Grades cannot be sent via e-mail to students. You are expected to keep accurate records of your grades and ascertain where you stand in the course.
## Daily Schedule: Fall 2017

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<thead>
<tr>
<th>Date</th>
<th>Learning Objective</th>
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<tr>
<td>August 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Introductions, Course Syllabus, &amp; Expectations</td>
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<td>August 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Big Group Meeting: Nursing 106</td>
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<td>“On the Value of Education vs. Credentialing”</td>
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<td>August 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Undergraduate Research: Part I</td>
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<td>August 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Solar Eclipse Day: STEM in Action</td>
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<td>August 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Diversity</td>
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<td>August 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Diversity in STEM: Part I</td>
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<td>August 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Culture</td>
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<td>September 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Labor Day: No Class</td>
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<td>September 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Race</td>
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<td>September 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Big Group Meeting: Nursing 106</td>
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<td>“Engaging with the Scholarship of Others”</td>
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<td>September 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Race</td>
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<td>September 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Immigrants/Minorities</td>
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<td>September 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Immigrants/Minorities</td>
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<td>September 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Professor @ Conference: Online Class Forum</td>
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<td>September 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Gender</td>
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<td>October 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Gender</td>
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<td>October 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Professor @ Conference: Online Class Forum</td>
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<td>October 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Big Group Meeting: Nursing 106</td>
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<td>“Undergraduate Research: What’s It All About?”</td>
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<td>October 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Sexual Identity</td>
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<td>October 16&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>October 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Religion</td>
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<td>Religion</td>
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<td>October 25&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>October 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Class</td>
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<td>November 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Language Variations</td>
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<td>November 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Big Group Meeting: Nursing 106</td>
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<td>“Scholarship and its Impact on Our Lives”</td>
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<td>November 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Language Variations</td>
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<td>November 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Diversity in STEM: Part II</td>
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<td>November 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Undergraduate Research: Part II</td>
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<td>November 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Thanksgiving Break: No Class</td>
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<td>November 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Thanksgiving Break: No Class</td>
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<td>November 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Honors College Next Steps</td>
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<td>November 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Diversity in STEM Handout Discussions</td>
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<td>December 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Final Exam Blitz: Nursing 106</td>
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