

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.

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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 edition 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

Date	Learning Objective
August 9 th	Introductions, Course Syllabus, & Expectations
August 14 th	Big Group Meeting: Nursing 106 “On the Value of Education vs. Credentialing”
August 16 th	Undergraduate Research: Part I
August 21 st	Solar Eclipse Day: STEM in Action
August 23 rd	Diversity
August 28 th	Diversity in STEM: Part I
August 30 th	Culture
September 4 th	Labor Day: No Class
September 6 th	Race
September 11 th	Big Group Meeting: Nursing 106 “Engaging with the Scholarship of Others”
September 13 th	Race
September 18 th	Immigrants/Minorities
September 20 th	Immigrants/Minorities
September 25 th	Professor @ Conference: Online Class Forum
September 27 th	Gender
October 2 nd	Gender
October 4 th	Professor @ Conference: Online Class Forum
October 9 th	Big Group Meeting: Nursing 106 “Undergraduate Research: What’s It All About?”
October 11 th	Sexual Identity
October 16 th	Sexual Identity
October 18 th	Religion
October 23 rd	Religion
October 25 th	Class
October 30 th	Class
November 1 st	Language Variations
November 6 th	Big Group Meeting: Nursing 106 “Scholarship and its Impact on Our Lives”
November 8 th	Language Variations
November 13 th	Diversity in STEM: Part II
November 15 th	Undergraduate Research: Part II
November 20 th	Thanksgiving Break: No Class
November 22 nd	Thanksgiving Break: No Class
November 27 th	Honors College Next Steps
November 29 th	Diversity in STEM Handout Discussions
December 4 th	Final Exam Blitz: Nursing 106 2:00–4:00 p.m.