

## HRDV 2303 Diversity and Cultural Competence Fall 2024 Online

Instructor Information	
Faculty:	Anna Herring, M.S.
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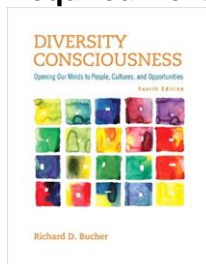
*For Face to Face or hybrid classes, if Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. Should that be necessary, students will be advised of technical and/or equipment requirements, including remote proctoring software.*

**Important:** This course is fully online and asynchronous – meaning there are no required scheduled meetings. Students can log on anytime to complete required coursework to meet instructor established deadlines. There are regular deadlines the students must adhere to as described in the Tentative Course Schedule below.

**Disclaimer:** The syllabus and any additions as described here constitutes the official contract between the students and the instructor. The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified via announcements and/or email of any such revisions, alterations, and/or amendments. Additional class expectations will be also posted in the announcements. It is highly recommended to check the announcements often throughout the semester.

**Course Description:** Students will analyze organizational, cultural, and global workplace issues related to diversity leadership and gain cultural competencies necessary to manage a 21st-century multicultural workforce.

### Required Textbook:

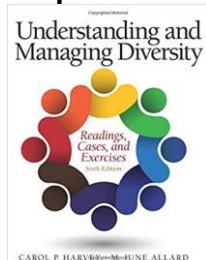


**Textbook:** Bucher, R.D. (2015). Diversity consciousness: Opening our minds to people, cultures, and opportunities. 4<sup>th</sup> Edition. Prentice Hall. ISBN#: 9780321919069

**Full Citation:** Bucher, R.D. (2015). Diversity consciousness: Opening our minds to people, cultures, and opportunities. (4<sup>th</sup> ed.). Prentice Hall.

**In-Text Citation:** “XXXXXXXXXXXX” (Bucher, 2015, p. XX).

### Required Textbook:



**Textbook:** Allard, M.J., & Harvey, C.P. (2015). Understanding and Managing Diversity. 6<sup>th</sup> edition. Pearson. ISBN#: 9780133548198.

**Full Citation:** Allard, M.J., & Harvey, C.P. (2015). Understanding and Managing Diversity. (6<sup>th</sup> ed.). Pearson.

**In-Text Citation:** “XXXXXXXXXXXX” (Allard et al., 2015, p. XX).



**Required Textbook:**



**Textbook:** Williams, B.A. (2020). Diversity in the Workplace. 1<sup>st</sup> edition. Rockridge Press. ISBN#. Print. 9781641529044, E-book. 9781641529051

**Full Citation:** Williams, B.A. (2020). Diversity in the Workplace. (1<sup>st</sup> ed.). Rockridge Press.

**In-Text Citation:** “XXXXXXXXXXXXX” (Williams, 2020, p. XX).

**Catalog Course Description:** Students will analyze organizational, cultural, and global workplace issues related to diversity leadership and gain cultural competencies necessary to manage a 21st-century multicultural workforce.

**Course Purpose:** This course will explore human experiences related to diversity and multiculturalism in domestic and global workforces. The course will increase students’ cultural competency, knowledge of various cultures and subcultures in the workplace, and their abilities to interact effectively with individuals in regional, national and global workforce organizations. Students will explore the behaviors and interactions among individuals, groups, organizations, and events related to the workplace and examine the impact of workplace on the individual, society, and culture. Students will apply critical thinking skills as well as empirical and quantitative skills to complex individual, societal, organizational, and global workforce issues associated with human diversity and inclusion and to critically assess claims about social issues, human behavior, and diversity in human workplace experiences. Students will explore multiple explanations for privilege relationships at different levels in the workplace (interpersonal, local, regional, national, and international) and examine how privilege in the workplace impacts the socioeconomic and cultural status of individuals and groups. Students will develop workplace policies that create an inclusive workplace, demonstrate cultural awareness, employ social responsibility and emphasize the value of diversity in the human experience.

**THE SOCIAL AND BEHAVIORAL SCIENCES CORE FOUNDATIONAL COMPONENT AREA CRITERIA DESCRIPTION:**

*Courses in this category focus on the application of scientific methods in the understanding of what makes us human.*

*Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.*

**Methods for Assessing Expected Student Learning Outcomes:**

*The expected learning outcomes of the course will be assessed through:*

1. Exams and Quizzes
2. Written Journal Entry
3. Understanding Others Essay
4. Class Participation/ Discussion Forums



**Assessments Used:**

1. Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.  
**Assessments Used: 1, 2, 3, 4, 5**
2. Communication Skills (COM): To include effective development, interpretation and expression of ideas through written, oral and visual communication.  
**Assessments Used: 1, 2, 3, 4, and 5**
3. Empirical and Quantitative Skills (EQS): To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.  
**Assessments Used: 1, 4, 5**
4. Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.  
**Assessments Used: 2, 3, 4 and 5**

**TTU College-Level Social and Behavioral Sciences Core Competency Statement**

Students graduating from Texas Tech University should be able to demonstrate the ability to assess critically claims about social issues, human behavior, and diversity in human experiences.

**Assessments Used: 1, 2, 3, 4**

**TTU Core Curriculum Student Learning Outcomes**

Identify and critique alternative explanations for claims about social issues and human behavior.

**Assessments Used: 1, 3**

Demonstrate knowledge of the appropriate and ethical methods, technologies, and data that social and behavioral scientists use to investigate the human condition

**Assessments Used: 1, 4**

**TTU Multicultural Requirement College-Level Competency Statement**

Students graduating from Texas Tech University should be able to demonstrate awareness and knowledge of distinctive cultures or subcultures, including but not limited to ethnicity, race, gender, class, political systems, religions, sexual orientation, languages, or human geography.

**Assessments Used: 1, 2, 3, and 4**

**TTU Multicultural Requirement Student Learning Outcomes**

Students will demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities (e.g., service-learning, co-curricular and similar experiences).

**Assessments Used: 1, 3**

Students will exhibit the ability to engage constructively with individuals and groups, across diverse social contexts.



### **Assessments Used: 3 and 4**

Students will appraise privilege relationships at different levels (interpersonal, local, regional, national, and international) and explain how these relationships affect the socioeconomic and cultural status of individuals and groups.

**Assessments Used: 1, 2, 3 and 4**

### **Course-Level Student Learning Outcomes**

*Upon completion of the course, students will be able to:*

1. Identify and critically discuss different social issues, human behaviors, and privilege relationships impacting individuals from diverse backgrounds (*including by not limited to ethnicity, race, gender, class, political systems, religions, sexual orientation, languages, disability, health, or human geography*) in the workplace;  
**Assessments Used: 1, 2, 3, and 4**
2. Complete research projects utilizing appropriate and ethical social and behavioral scientific methods to analyze employment data, statistics, and information relevant to key areas of multiculturalism and the human experience in organizations;  
**Assessments Used: 3, 4**
3. Participate in group discussions questioning the interactions between different individuals, subcultures, cultures, and organizations with current human resource practices and events and asses how theses interactions impact the local, domestic and global workforce;  
**Assessments Used: 3**
4. Critically discuss strategies for creating effective inclusion policies and leading a diverse workforce in local, domestic and global work environments  
**Assessments Used: 1, 3, and 4**
5. Identify ethical and legal issues related to diversity and multiculturalism in the workplace  
**Assessments Used: 1, 3, and 4**
6. Examine personal views related to diversity, social responsibility, and civic responsibility and develop a personal plan of action for diversity awareness and cultural competence in the workplace;  
**Assessments Used: 2, 3, and 4**
7. Analyze the challenges and benefits of diversity and multiculturalism in the workplace  
**Assessments Used: 1, 2, 3, and 4**



**Course Evaluation:**

Overview of Assignments and Grades	
Class Participation/Online Discussion	23%
Homework Quizzes (4)	12%
Journal	17.5%
Understanding Others Essay	27.5%
Final Exam	20%
<b>TOTAL</b>	<b>100%</b>

Grading Scale	
A	900 - 1000 points
B	840 - 949 points
C	720 - 839 points
D	600 - 719 points
F	0 - 599 points

**More Information Regarding Assessments:**

**Class Participation/Online Discussion (Intro DQ worth up to 20 points, Substantive DQs worth up to 35 points each for a total maximum points of 230 points or 23%)** Attending class is key to performing well in the class and learning course materials. The Online Discussion component of this course is comprised of Module Discussion Questions and is a critical component of this class.

The professor will post at least one Main Discussion Question related to the course material in each module. You must respond to the question before you will be able to read your classmate’s postings so do not wait until the last day to do this. After you have answered the initial Discussion Question(s), you will have until Sunday at midnight to post at least two (2), substantive replies to your classmates. You are NOT expected to reply to every single post – this would be overwhelming. However, you are expected to be an active participant in the online discussion forum. Each week begins on Monday and ends on Sunday. If you wait until the last minute to post, you are not allowing for any discussion, simply posting your thoughts.

Thus, **your initial posting is due on Thursday at 11:59 pm and your replies are due on Sunday at 11:59 PM (except as listed in the Course Schedule below)**. I also expect that you will reference course material in your discussion postings, i.e., readings, lectures, other material. A grading rubric for DBs has been provided for you in Bb in Course Homepage > Grading Rubrics or on the left menu under “Grading Rubrics”. You can preview the rubric and know exactly how I will be grading this assignment.

**Online Discussion Will Be Graded as Follows:**

Responses to Main DQs should:	Responses to classmates’ postings should:
<ul style="list-style-type: none"> <li>• Have a title with this format: “Week X DQ, Name”.</li> <li>• Be made in a timely fashion to allow other students’ sufficient time to respond.</li> <li>• Include accurate information and be on topic.</li> <li>• Be thoughtful, organized, and analyze the information and/or question.</li> <li>• Provide connections to info from the textbook and course materials. You may also reference real life situations, outside academic sources, etc.</li> <li>• Demonstrate knowledge of and specific references to course concepts and materials</li> <li>• Utilize appropriate language, grammar, and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Include at least 2 responses to classmates.</li> <li>• Provide constructive commentary and feedback.</li> <li>• Add to the overall value of the discussion * <b>Simply posting a statement like "I thought you did a good job" or "I agree" will not count</b> *</li> <li>• Utilize appropriate language, grammar, and spelling.</li> </ul>



<b>Responses to Main DQs should:</b>	<b>Responses to classmates' postings should:</b>
<ul style="list-style-type: none"> <li>• Include APA style citations (in text and end citations)</li> </ul>	

**Homework Quizzes: (Worth up to 30 points each (120 points total for all 4 quizzes or 12%):**

- The purpose of the homework quiz is to help you learn the concepts in the materials. The quizzes cover the material listed in the course schedule to the syllabus (textbook reading and supplemental materials).
- You can take the homework quiz as many times as you like before the quiz due date and your highest score will be the one that counts towards your grade.
- If you want to continue to take the quiz after the due date, you can take it up to two weeks late, but you will lose 10% from your highest score for each week it is late.
- Quizzes are true/false and multiple choice.
- Each time you take this quiz, you will have 90 consecutive minutes to take the exam, meaning you cannot start and stop it but must take it all in one sitting.

**Journal (worth up to 175 points or 17.5%):** Students' learning will be assessed through a written journal requiring them to reflect upon critically assess the cultural and social aspects of the workplace, focusing on different theories of workplace dynamics. Submit your Journal in the drop boxes available under the "Assignments" tab on Blackboard.

**Understanding Others Essay (worth up to 275 points or 27.5%):** You will write a paper designed to help you develop the purpose of this assignment is to help you develop your Six Areas of Diversity Consciousness, as discussed in Chapter Four of the Bucher book. Specifically, it is designed to help you examine yourself and your world, explore your knowledge of others and their worlds, step outside of yourself, and gauge the level of the playing field. Submit your Understanding Others Essay in the drop box available under the "Assignments" tab on Blackboard.

**Final Exam (worth up to 200 points or 20%):** The Final Exam will be administered online and will be available on the first day of Final Exams.

**Class Information**

**Information Literacy/Technological Resources:** This is an online course. All class materials and assignments will be delivered online via Blackboard, TTU's Learning Management System (LMS). Students are expected to know how to use a computer, webcam, web browser, and navigate the Internet. Students may access the course online at <http://ttu.blackboard.com>. You will need your eRaider username and password to login to the course.

**Announcements and Class Information:** Students are expected to adapt to any changes in due dates, readings, and schedules. If you miss a class, you are responsible for obtaining any information disseminated during that class.

**Blackboard:** This class will utilize Blackboard. You can access Blackboard at [www.blackboard.ttu.edu](http://www.blackboard.ttu.edu). You will log on using your eRaider username and password. If you



need technical assistance with Blackboard, please call IT Support at (806)742-HELP. Since this is an online only course, the entire class will take place via Blackboard. All announcements, assignments, supplemental materials, syllabus, and more will be available via Blackboard.

**Late Assignment Policy:** Please note that it is the students' responsibility to plan to submit assignments, discussion postings, and quizzes on time. The assignment dropboxes and quizzes "lock" at midnight the night they are due and cannot be taken after the due date. I do not typically grant extensions for quizzes or exams. If you are traveling, etc. and are unsure of your access to the internet, it is strongly recommended that you plan and submit assignments and take quizzes early. Except for emergencies, major illnesses, or deaths in the family, travel or activities for family or work are not valid reasons for submitting an assignment late. Submit early if you know you will be out of town. If for some reason the Blackboard system is down, and the class has trouble accessing the quiz (this is rare but has been known to happen) I will work with the class to create a new due date. Additionally, you will need to ensure that your technology (i.e., Computer/Software) is working properly. The key is this: internet access is required for this course, if you are unsure of your potential access submit early!

All assignments are considered late if they are not submitted by 11:59 PM CST on the day they are due. **For each week that assignments are late, a 10% deduction (calculated as a percentage of the total number of points available for the assignment) in the overall grade for that assignment will be enforced. Assignments will not be accepted after two weeks past the original due date, except with instructor permission.** Instructor permission will be granted at the instructor's discretion only for extraordinary circumstances, provided the student contacts the instructor within one week of the original discussion post due date to request the extension. **Any papers must be submitted in .doc or .docx or pdf format. Assignments submitted in any other format will not be graded.**

**No late assignments accepted for any reason after the last day of class (not including finals week) as stated in the class schedule below.**

All assignments must be submitted on Blackboard and cannot be submitted via email to the instructor, unless the instructor gives a student explicit permission to email assignments.

**Online Classroom Decorum:** Texas Tech University is a community of faculty, students, and staff sharing an expectation of cooperation, professionalism, respect, and civility in all forms of university communication and business. This expectation applies to all interactions in a classroom setting where an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered.

As we consider ways in which we maintain a productive and cooperative online environment, many of the same standards from a face-to-face instruction transfer to the online setting. In this way, at the instructor's discretion, disruptive behavior may result in disciplinary referrals pursuant to the Texas Tech University Code of Student Conduct. Students are expected to maintain online behaviors that are conducive to learning.

Examples of behavior that may be considered disruptive include:

- Disrupting the flow of a class session(s) by making off-topic comments.
- Enabling or participating in online classroom hijacking ("Zoom bombing") by participating in online classroom streams without being enrolled in the course or by sharing streaming classroom links with parties not enrolled in the course.
- Spamming, hacking, or using TTU or Blackboard platforms for commercial purposes.



- Cyberbullying or online harassment.
- Habitually interfering with or stopping instructional delivery

***(Please scroll to the next page for the Course Schedule)***





## HRDV 2303 Tentative Course Schedule Fall 2024

Instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified in writing and/or email of any such revisions, alterations, and/or amendments.  
**All assignments are due at 11:59PM on Sunday of the week assigned unless otherwise specified.**

Week	Topics	Assignment(s)
Week 1  (Thursday, August 22 <sup>nd</sup> – Sunday, September 1 <sup>st</sup> )	Welcome and Introduction to the Human Experience	Readings: Syllabus Bucher Chapter 1 – Diversity: An Overview Williams – Introduction/Overview Harvey/Allard pgs. 1-11  Supplemental Materials on Blackboard  Assignments: <ul style="list-style-type: none"> <li>• <b>Introduction DQ - Due</b> Sunday at 11:59 pm</li> <li>• <b>Discussion Board Week 1</b></li> </ul>
Week 2  (Monday, September 2 <sup>nd</sup> – Sunday, September 8 <sup>th</sup> )  <b>Holiday: Labor Day</b> <b>September 2<sup>nd</sup></b>	<b>Understanding Issues of Diversity and Culture:</b> Diversity Consciousness and the Legal/Ethical Perspective	Readings: <ul style="list-style-type: none"> <li>• Williams pp. 22-25, 30-33, 52-56</li> <li>• Harvey and Allard pp. 49-56, 261-272</li> </ul> Bucher Chapter 2 – Diversity Consciousness and Success Supplemental Materials on Blackboard  Assignments: Initial DQ Post Due Thursday at 11:59 pm; responses to at least 2 students due Sunday at 11:59 pm  <ul style="list-style-type: none"> <li>• <b>Discussion Board Week 2</b></li> </ul>
Week 3  (Monday, September 9 <sup>th</sup> – Sunday, September 15 <sup>th</sup> )	<b>Understanding Issues of Diversity and Culture:</b> Concepts of Privilege, Stereotyping and Bias	Readings: Williams p. 2-7 Bucher Chapter 3 – Personal and Social Barriers to Success Bucher Chapter 4 – Developing Diversity Consciousness Supplemental Materials on Blackboard  Assignments: Due Sunday at 11:59 pm  <ul style="list-style-type: none"> <li>• <b>Homework Quiz #1</b> (covers Weeks 1-3)</li> </ul>



## HRDV 2303 Tentative Course Schedule Fall 2024

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**All assignments are due at 11:59PM on Sunday of the week assigned unless otherwise specified.**

Week	Topics	Assignment(s)
Week 4  (Monday, September 16 <sup>th</sup> – Sunday, September 22 <sup>nd</sup> )	<b>Understanding Issues of Diversity and Culture:</b> Reactions to Human Difference: Privilege, Stereotyping and Bias	Readings: Harvey/Allard pgs. 29-44 Williams p. 30-36 Supplemental Materials on Blackboard  Assignments <ul style="list-style-type: none"> <li>• <b>Discussion Board Week 4</b> - Initial DQ                          Post Due Thursday at 11:59 pm;                          responses to at least 2 students due                          Sunday at 11:59 pm</li> </ul>
Week 5  (Monday, September 23 <sup>rd</sup> – Sunday, September 29 <sup>th</sup> )	<b>Dimensions of Diversity and Culture:</b> Race and Ethnicity	Readings: Harvey and Allard Section II – Race and Ethnicity (pp. 58-107) Williams p. 10-19 Supplemental Materials on Blackboard  Assignments: <ul style="list-style-type: none"> <li>• <b>Journal</b> - due Sunday at 11:59 pm</li> <li>• <b>Plagiarism Quiz</b> – due Sunday at 11:59                          pm – extra credit</li> </ul>
Week 6  (Monday, September 30 <sup>th</sup> – Sunday, October 6 <sup>th</sup> )	<b>Dimensions of Diversity and Culture:</b> Gender	Readings: Harvey and Allard pp. 120-141, 228-241 Williams pp. 21, 25-29, 34-37 Supplemental Materials on Blackboard  Assignments: Due Sunday at 11:59 pm <ul style="list-style-type: none"> <li>• <b>Homework Quiz #2</b> (covers Weeks 4-                          6)</li> </ul>
Week 7  (Monday, October 7 <sup>th</sup> – Sunday, October 13 <sup>th</sup> )	<b>Dimensions of Diversity and Culture:</b> Disability and Neurodiversity	Readings: Harvey and Allard pp. 158-165 Williams pp. 59-64, 66-71 Supplemental Materials on Blackboard  Assignments: <ul style="list-style-type: none"> <li>• <b>Discussion Board Week 7</b> - Initial DQ                          Post Due Thursday at 11:59 pm;                          responses to at least 2 students due                          Sunday at 11:59 pm</li> </ul>



## HRDV 2303 Tentative Course Schedule Fall 2024

Instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified in writing and/or email of any such revisions, alterations, and/or amendments.  
**All assignments are due at 11:59PM on Sunday of the week assigned unless otherwise specified.**

Week	Topics	Assignment(s)
Week 8  (Monday, October 14 <sup>th</sup> – Sunday, October 20 <sup>th</sup> )	<b>Dimensions of Diversity and Culture:</b> Sexual Orientation and Gender Identity	Readings: Harvey and Allard pp. 142-153, 166-176, 319-323 Williams pp.39-49, 57 Supplemental Materials on Blackboard  Assignments:  <ul style="list-style-type: none"> <li>• <b>Work on Understanding Others Essay!!</b></li> </ul>
Week 9  (Monday, October 21 <sup>st</sup> – Sunday, October 27 <sup>th</sup> )	<b>Dimensions of Diversity and Culture:</b> Religion, Spirituality, Appearance, and Work-Life Balance	Readings: Harvey and Allard pp. 196-209, 244-258, p. 338-347 Williams pp. 77-97 Supplemental Materials on Blackboard  Assignments: Due Sunday at 11:59 pm <ul style="list-style-type: none"> <li>• <b>Homework Quiz #3</b> (covers Weeks 7-9)</li> </ul>
Week 10  (Monday, October 28 <sup>th</sup> – Sunday, November 3 <sup>rd</sup> )	<b>Dimensions of Diversity and Culture:</b> Age and the Multigenerational Workplace	Readings: Harvey/Allard pgs. pp 108-119 Bucher Chapter 9 – Preparing for the Future Williams p. 64-66, 71-75 Supplemental Materials on Blackboard  Assignments:  <ul style="list-style-type: none"> <li>• <b>Discussion Board Week 10</b> - Initial DQ Post Due Thursday at 11:59 pm; responses to at least 2 students due Sunday at 11:59 pm</li> </ul>
Week 11  (Monday, November 4 <sup>th</sup> – Sunday, November 10 <sup>th</sup> )	<b>Diversity Leadership in Multicultural Workplace:</b> Globalization and Workplace Communication	Readings: Harvey and Allard pp 210-242 Bucher Chapter 5 – Communicating in a Diverse World Supplemental Materials on Blackboard  Assignments: Due Sunday at 11:59 pm  <ul style="list-style-type: none"> <li>• <b>Homework Quiz #4</b> (covers Weeks 10-11)</li> </ul>



## HRDV 2303 Tentative Course Schedule Fall 2024

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**All assignments are due at 11:59PM on Sunday of the week assigned unless otherwise specified.**

Week	Topics	Assignment(s)
Week 12  (Monday, November 11 <sup>th</sup> – Sunday, November 17 <sup>th</sup> )	<b>Diversity Leadership in Multicultural Workplace:</b> Leading Cultural Change and Understanding the Issue of Workplace Bullying	Readings: Harvey and Allard pp. 369-388 Bucher Chapter 8 – Leadership Supplemental Materials on Blackboard  Assignments: <ul style="list-style-type: none"> <li>• <b>Understanding Others Essay</b> - due Sunday at 11:59 pm</li> </ul>
Week 13  (Monday, November 18 <sup>th</sup> - Sunday, November 24 <sup>th</sup> )	<b>Diversity Leadership in Multicultural Workplace:</b> Leading Diversity Initiatives and Building Strong Teams	Readings: Harvey and Allard pp. 324-353 Bucher Ch 7 Supplemental Materials on Blackboard  Assignments: <ul style="list-style-type: none"> <li>• <b>Discussion Board Week 13</b> - Initial DQ Post Due Thursday at 11:59 pm; responses to at least 2 students due Sunday at 11:59 pm</li> </ul>
Week 14  (Monday, November 25 <sup>th</sup> - Sunday, December 1 <sup>st</sup> )  <b>Thanksgiving Vacation:</b> <b>November 27<sup>th</sup> – December 1<sup>st</sup></b>	<b>Diversity Leadership in Multicultural Workplace:</b> Diversity in the 21 <sup>st</sup> Century: The social media Age	Readings: Bucher Ch. 6 Supplemental Materials on Blackboard in Week Fourteen folder  Assignments: <ul style="list-style-type: none"> <li>• <b>No Assignments – enjoy your Thanksgiving break!</b></li> </ul>
Last Week of Class  (Monday, December 2 <sup>nd</sup> – Tuesday, December 3 <sup>rd</sup> )	<b>Diversity Leadership in Multicultural Workplace:</b> Diversity in the 21 <sup>st</sup> Century: Changing Consumer Markets  <b>No late assignments accepted for any reason after the last official day of class – Tuesday Dec 3 at 11:59 pm</b>  <i>Late assignments only accepted for up to two weeks after due date; however no late assignments are accepted after the last official day of class even</i>	Readings: Harvey and Allard pp. 302-316 Course Wrap-Up and Review for Final Exam  Assignments: <ul style="list-style-type: none"> <li>• <b>Study for Final Exam – Study Guide on Blackboard</b></li> </ul>



## HRDV 2303 Tentative Course Schedule Fall 2024

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**All assignments are due at 11:59PM on Sunday of the week assigned unless otherwise specified.**

Week	Topics	Assignment(s)
	<i>if it has not been two weeks since the original due date.</i>	
Final Exam  (Thursday, December 5 <sup>th</sup> – Sunday, December 8 <sup>th</sup> )	<b>FINAL EXAM DUE Sunday December 8th AT 11:59 PM</b>	Assignments: <b>Final Exam due by 11:59 PM on Sunday, December 8th (This is a cumulative quiz over all the chapters studied this term)</b>



**Online Attendance:** Students are expected to attend class. "Attendance" for an online class is different than for a face-to-face class. In an online environment, we are interested in knowing that you are logging in to the course and progressing through the course content, as scheduled, during the semester. Because so much of online work is self-regulated, it is important that you log in and work through the course consistently. Attendance will be taken at various times using our Student Success initiative.

**University Approved Trips:** The Texas Tech University catalog states that the person responsible for a student missing class due to a trip should notify the professor of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed.

**Illness and Death Notification:** The Center for Campus Life is responsible for notifying the campus community of student illnesses, immediate family deaths, and/or student death. Generally, in cases of student illness or immediate family deaths, the notification to the appropriate campus community members occurs when a student is absent from class for four (4) consecutive days with appropriate verification. It is always the student's responsibility for missed class assignments and/or coursework during their absence. The student is encouraged to contact the faculty member immediately regarding the absences and to provide verification afterward. The notification from the Center for Campus Life does not excuse a student from class, assignments, and/or any other course requirements. The notification is provided as a courtesy.

Whether an absence is excused or unexcused is determined solely by the instructor except for absences due to religious observance and officially approved trips described above.

Always document any absences when they occur. In the event of a student's absence because of an approved university event, documentation from an authorized university official will be required. \* Notice is to be given to the instructor prior to the scheduled absence. A physician's note will be required for a student's hospitalization. For the death of a family member, an obituary announcement will also be required. Students will be responsible for missed work upon return to class.

## **How to Declare HRDV: There are three ways to pursue HRDV content and knowledge.**

### **Students can obtain a B.A. in HRDV, a minor in HRDV, and a concentration in HRDV (for those students choosing an interdisciplinary degree).**

1. **B.A. in HRDV (HRDV as a major):** A Bachelor of Arts in Human Resources Development is now available fall 2023. Please see your Academic Advisor for more information or email [universitystudies@ttu.edu](mailto:universitystudies@ttu.edu) for more information.
2. **HRDV as an academic minor:** Students in other degree programs may seek a minor in HRDV by taking 18 hours of courses approved by their Academic Advisor. The required courses for the HRDV minor are HRDV: 2301, 3301, and 3303. The remaining 9 hours can be selected from the approved HRDV minor list. Please see your Academic Advisor for more information or email [universitystudies@ttu.edu](mailto:universitystudies@ttu.edu) for more information.
3. **HRDV as a concentration:** Students interested in pursuing a degree in University Studies with an "Area of Concentration" in HRDV must complete all of the degree requirements for the chosen degree. You must complete a minimum of 18 hours from the list of HRDV courses. Please see your Academic Advisor for more information or email [universitystudies@ttu.edu](mailto:universitystudies@ttu.edu) for more information."



## Additional Course Information

<https://www.depts.ttu.edu/tlpdc/RequiredSyllabusStatements.php>



### **Purpose of ChatGPT and other AI:**

ChatGPT is an advanced language model designed to provide assistance and engage in meaningful conversations. It is intended to supplement learning, stimulate critical thinking, and enhance academic discourse. However, its use comes with certain responsibilities.

### **Collaboration and Consultation:**

While ChatGPT can be a valuable resource, it is essential to strike a balance between seeking assistance and maintaining personal responsibility. Collaboration with peers, consulting instructors, and utilizing other approved learning resources should be prioritized. Overreliance on ChatGPT for solutions without actively engaging in the learning process is discouraged and can be grounds for academic integrity violations. Utilizing ChatGPT as a tool for brainstorming or research is allowed but the writing should be the student's own work and thoughts.

### **Critical Thinking and Originality:**

ChatGPT can provide suggestions and information, but it is essential to critically evaluate the responses and exercise independent thought. Relying solely on ChatGPT for answers deprives students of the opportunity to develop their analytical and problem-solving skills. It emphasizes the importance of originality and independent thinking in all academic endeavors as part of the student's learning experience.

### **Ethical Use and Bias Awareness:**

ChatGPT is trained on large amounts of data from the internet, which may include biased or inaccurate information. Be mindful of the potential for bias and critically evaluate the responses provided by ChatGPT. Students must verify information from reliable sources, question any potential biases, and ensure that the information and sources used in the paper are neutral, peer-reviewed sources.

### **Responsible Engagement:**

Students should engage with ChatGPT in a respectful and responsible manner. Avoid using offensive language, discriminatory remarks, or engaging in any form of harassment or inappropriate behavior. Uphold the standards of respectful communication, both in addressing ChatGPT and fellow classmates.

### **Compliance with University Studies Policies:**



Misusing or violating the guidelines outlined in this syllabus warning may result in disciplinary action, including academic penalties. Familiarize yourself with the specific course policies regarding the use of ChatGPT or any other form of plagiarism and adhere to them throughout the semester.

Remember, ChatGPT is a tool to support your learning, but it cannot replace the critical thinking, creativity, and independent work that are integral to your academic growth.

