COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student’s preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:
1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
Course No. & Title: HUSV 302 ID3, Multicultural Perspectives in Human Services  
Semester and Term: SUMMER 2015  
Day and Dates: Mondays, 7/13/2015 – 8/10/2015  
Time: 6pm – 10pm  
Campus Location: Bridgeport

Course Description:  
This course provides students with the background in cultural diversity and competence specifically related to human service settings. This includes culturally centered communication skills with respect to direct service with clients and sensitivity awareness in the design and implementation of human service programs. This course will help students effectively navigate ethnic race, gender and age related issues regarding client service, program development and management.

Instructor & contact information: Tracy Mello  
(203)455-7588  
Email: tfenster@bridgeport.edu

Required Textbook:  

Learning Outcomes:  
Upon completion of this course, the student should be able to:

1. Gained an understanding of their personal culture/core identity  
2. Gained an understanding of culture as a multilevel and dynamic  
3. Gained an understanding of barriers to effective relationships, personally and professionally  
4. Developed culturally competent communication skills and behavior  
5. Gained proficiency in the identification of culturally competent organizational behavior
Assignments

First Assignment Prior to the First Class:
Research paper:
The author discusses two qualities that will impact how you relate to the book. The first is self-honesty. The second is sustained commitment. Discuss your thoughts prior to reading this book about your views on cultural diversity. What has shaped your views? How do you think you will be challenged towards true self-honesty? How do you think this class will influence your views going forward? For this particular assignment the book is the only required reference.

Please following the guidelines below for this research assignment:
It is important to make references to the facts presented in the materials even when expressing opinions. You may use the course text in addition to other primary sources. (A primary source is a document or object that was created during the time under study. For example, a book about the Declaration of Independence is a secondary source, while the actual Declaration of Independence is a primary source.) The intent of the paper is for you to do research and then convey it in a clear and meaningful way with interpretations and insights.

Paper Format:
• APA Style [refer to: http://owl.english.purdue.edu/owl/resource/560/01/]
• Minimum 2 pages
• Paragraphs indented one-half inch
• 12 point font (Times New Roman generally preferred)
• Footnotes: Required
• Works Cited: Required
• Separate Title Page not necessary

Introductory Paragraph:
Introduce your topic and clearly make a strong thesis statement, which is what you plan to prove or explain in your paper.

Organizing Ideas:
• Thesis statement forms the basis of the paper
• Decide on a few key ideas that express your thesis statement
• Each of these key ideas can become their own paragraphs
• Develop your ideas in each paragraph by using examples, giving details, and using quotes
• The use of the first person “I” is not appropriate for a research paper.
Body of the Paper:

- Present your ideas in a logical way with references to texts.

Concluding Paragraph:

- Reiteration of your thesis statement and summary of your arguments or points.
- Conclude.

Homework assignments:

Weeks 1, 2, and 3 will have homework assignments due. Each week the homework assignment will be to research a topic related to the reading that will be reviewed during the next class. For example, on the evening of week 1, we will discuss the homework that will be due for week 2. The homework will be a research paper on a topic discussed in either Chapter’s 4, 5, or 6. The topic researched will be of your choice but must be from the text. Use the paper format provided above as your guide.

Description of Weekly Sessions:

1st class
July 13th - first homework assignment due. Come to class having read chapters 1-3. In class worksheets on chapters 1-3.

2nd class
July 20th - second homework assignment due. In class review and worksheets on chapters 4-6. Come to class having read these chapters.

3rd class
July 27th - Midterm exam. Come to class having read chapters 7-9. In class worksheets on chapters for review.

4th class
August 3rd - 3rd homework assignment due. Come to class having reviewed Chapters 10-14.

5th class
August 10th - Final exam - in class review of chapters 15-18. Closing thoughts.

Grading Criteria:

15 points Class Attendance and Participation - Students who are present when attendance is called will be awarded full attendance points. Students who attend class late, or leave early, earn pro-rated points for attendance. Attendance and participation are key components to completing this course successfully. It is not possible to earn points in this area by simply showing up. You must also participate by asking questions and making thoughtful comments relevant to the reading and class material.
25 points –Midterm exam-Midterm exam is based on Chapters 1-6. During each class we will have worksheets that discuss the chapter topics. These worksheets are your study guides for the midterm exam.

30 points (10 Points each) – Homework assignments-

30 points- Final Exam/paper- Final exam will be based on chapters 7-10 and will be taken from the in class worksheets. There will also be a research paper that will be done prior to class and submitted on the last class.

Final paper guidelines: In the text, chapters 11-17 include an interview of an individual. The individual’s, race, ethnicity, and cultural backgrounds are discussed. The author asks questions that provide the readers with a deeper understanding of that particular culture. Your assignment will be to interview and individual from a different ethnic group than you. On the first night of class I will provide you with several specific questions that everyone must ask. In addition to this, you will be challenged to come up with your own questions while keeping it relevant to the material and issues we have discussed in class. Below is the grading criteria for the interview:

Research and Reflection Evaluation RUBRIC

Evaluating academic journals is more challenging than evaluating multiple choice or fill-in-the-blank quizzes. Differing from easily quantifiable examinations, it can be more difficult to offer simple and objective evaluation criteria for academic journals and essays. What follows is a rubric that has proven to be a useful guide in evaluating your reflection and research papers. The instructor will be using the following grading scale:

1. Academic journals and final papers which meet the demands of the assignment will be graded with a B+ or B. These assignments will include at least the following:

   - Each paper is received on time (a hard copy is brought to class each week).
   - Opinions, comments, and observations are offered in depth.
   - Journal entries and reflection assertions on your research must relate clearly and directly to the readings (including "direct quotes" from the assigned readings to support your position).
   - Your journal entries and research papers must indicate an understanding of the issues.
   - Generally, your reflection journal should seek to further the discussion on key issues.

2. Academic journals and final papers which go beyond the demands of the assignment will be graded with an A or A-. These assignments will include all of the requirements for a B or B+ above. In addition, A or A- entries and papers will:

   - Show deeper analytical or inferential thinking, demonstrating insightful understandings.
   - Offer comments that are particularly perceptive, while they are also supported with direct quotes from the readings.
   - Provide strong, precise, and thoughtfully selected support for assertions.
   - Synthesize and evaluate experiences related to course topics and/or issues of importance as described in our course objectives.
• Propose changes and relate material to person experience demonstrating an ability to apply the material to propose solutions and/or advocate for unheard voices related to social inequities and justice issues.
• Pose good questions (i.e., questions that further discussion and reflection).
• Link to topics/issues from earlier readings [from this course and/or other courses] and current readings/web resources.

3. Academic journals and final papers which do not meet the demands of the assignment will be graded with a B-, C, or D. Although it is NOT expected that these types of assignments will be created, it is likely that they would:

• Arrive late or contain insufficient details, or
• Not be clear or understandable, or
• Not use direct quotes from the assigned readings or not relate to these readings or other Internet resources in an appropriate and/or thoughtful way [or misrepresent them], or
• Contain only detailed description of local experiences with no evidence of reflection or synthesis, or
• Contain only opinion, with no descriptive details or supporting quotes from theory or research.

Please note that it is important to check your work for spelling and grammatical correctness. More than 5 grammatical and spelling mistakes will lower your grade.

Letter Grading Scale:

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<tr>
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<td>76-74</td>
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<td>73-70</td>
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<td>89-87</td>
<td>B+</td>
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<td>C+</td>
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ACADEMIC POLICIES

Attendance Policy
Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:
- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones
Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty
The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a
similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality
An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. Online
Tutoring is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account
Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas
For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

Canvas Tutorial For Students: https://bridgeport.instructure.com/courses/985903
For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu https://bridgeport.instructure.com/courses/829447/

Accessing Your Grades & Schedule Online
The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library
Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers
Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
- Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury
Course Cancellations
Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>(203) 576-4692</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td>(203) 576-4635</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Emergency Notification Phone</td>
<td>(203) 576-4159</td>
<td></td>
</tr>
<tr>
<td>IDEAL Office</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
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CAMPUS CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
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Directions to IDEAL Campus locations [http://www.bridgeport.edu/pages/2260.asp](http://www.bridgeport.edu/pages/2260.asp)

To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is 001416. Federal Student Aid Information: 1-800-433-3243