

NDP 310: WIP Diversity in the Workplace

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Book/Materials

- Rothenberg, Paula S. *Race, Class and Gender in the United States*. 7th ed. Worth Publishers. ISBN: 0716761483
- Hacker, Diana. *A Writer's Reference with help for writing in the disciplines*. Bedford/St. Martin's. ISBN: 031247167X
- Small notebook (50 pages). Sheets must be 8x10.
- Folder
- I recommend that you have two or three places to save your writing material. I do not care if it is on a CD, a disk, a jump drive, or you have sent it to your e-mail address. The important point is that **it is not my responsibility if you lose material**. This is a fair warning: never save something to your computer and leave it and never save it in one place.

Suggested Texts

- Canas, K. and Sondak, H. *Opportunities and challenges of workplace diversity: theory, cases and exercises*.

Course Objectives/Learning Outcomes

Diversity is made up of primary, secondary and organizational dimensions that affect how one must critically assess problems and solutions in the workplace. You will achieve this understanding by reading a variety of issues in diversity: case studies, articles, and literature. By the end of the course, you will be able to accomplish the following tasks:

- Prepare concise explanations of issues of diversity and explain clear, thoughtful solutions to case studies involving these same issues in the work community.
- Complete a multi-step writing process that helps effectively and sympathetically attend to various audiences in the workplace.

In addition to being a course on diversity, this course is writing intensive. Therefore, you will accomplish your learning outcomes by constructing multiple types of formal and informal writing, preparing organized academic essays, explaining problems, proposing solutions, and revising/editing holistic and mechanical errors in writing.

COURSE REQUIREMENTS

Core Writing Assignments	60%
<i>Analyzing Causes Essay (3-5 pages)</i>	10%
<i>Proposing a Solution Essay (3-5 pages)</i>	10%
<i>Collaborative Business Report (8-10 pages)</i>	15%
<i>Final Business Report (8-10 pages)</i>	25%
Supporting Writing Assignments	30%
<i>Learning Logs (8 one-page logs)</i>	20%
<i>Discussion Board Prompts and Memos (5 memos)</i>	10%
Supporting Tasks	10%
<i>1 Library Session</i>	
<i>4 Guided Workshop Days</i>	
<i>Conference</i>	

DESCRIPTION OF CORE WRITING ASSIGNMENTS

Each core writing assignment will include several required, ungraded steps in the writing process. Each of the following steps must be completed in order to: a.) receive full credit on the final draft and b.) be able to complete a revision on either of the first two essays. For each step not completed, your final grade will be reduced by 10%:

1. An expository paragraph describing the topic in detail.
2. An outline of your writing assignment including a list of possible solutions.
3. An annotated bibliography
4. A rough draft with a rubric
5. Final Draft
6. Possible Revision (only for first two essays and only if you have completed each step)

Analyzing Causes Essay

In this first essay, you will find either a phenomenon or trend revolving around race, culture, gender, sexual orientation, language and/or religion. I will give you a model article as an example. You are required to argue a main cause for your chosen phenomenon or trend through careful research. Once you receive a final grade, you may revise this essay ONLY if you have completed every step in the writing process.

Proposing a Solution Essay

In your second essay, you will be given an article to read. In addition to being a model for a Proposing a Solution Essay, this article will contain several additional problems that you must find and explain. You will choose one of these problems to describe in an essay, and you will offer the best possible solution through careful research and reflection. Once you receive a final grade, you may revise this essay ONLY if you have completed every step in the writing process.

One Collaborative Business Report

You will receive a case study from the workplace dealing with diversity. As a business solutions company, we will work together to solve the issue. This task will require you to work together to create a process that works for your team. You will learn to organize a business report. Teams will be formed by me based on your previous two drafts. Your teammates' writing will be strong in areas where you are weak, and your writing will be strong in areas where your teammates are weak. Groups will also be formed heterogeneously to highlight a diverse community setting. Each group will consist of four members. In the end, your group will present your research to the class. I call these audience exercises. The goal is to answer all the questions that your audience might ask you, including any counter-arguments posed.

One Final Business Report

By the end of the semester, you will be given your own case study. Following the model we created for the collaborative report, you will construct a final report that follows every step in the writing process. The final written product will include every step in the writing process. Additionally, you will complete a final assessment form that presents your awareness of consistent issues you struggle with in your writing. You will also explain strategies you use to correct these problem areas.

DESCRIPTION OF SUPPORTING WRITING ASSIGNMENTS

Learning Logs

The learning logs help to grade three aspects of your progress in the course: reading comprehension, class participation, and discovery in writing. Occasionally, you will be asked to reflect on specific topics in the course. I will give you prompts based on articles, books, films, and case studies from class. Though the logs will not be graded for correct grammar, **the final grade on each entry will reflect your understanding of the readings**. Therefore, it is important that you work hard to explain the content of each piece clearly and effectively before offering your own thoughts. Each learning log will consist of two parts: a description of the article under question and your reflection based on the prompts. Hint: Learning Logs can also help you discuss issues in class to get some of your participation grade.

Discussion Board Prompts and Memos

You will be required to write five memos to business colleagues (usually your fellow students or me) clarifying issues, posing questions/problems, and proposing plans/solutions. You will learn to focus your memos to necessary information, including only short, focused points. The audience for each memo will change, allowing you the opportunity to write informal and formal writing in the workplace. In addition to memos, you will be asked to respond to prompts from our readings for an online discussion. These are graded only for completion. Requirements for full completion credit are listed on assignment sheets.

DESCRIPTION OF PARTICIPATION TASKS

Library Sessions

During the course of the semester, we will meet in the library once. You will receive library instruction for current research topics. We will use the instructions to assist in completing annotated bibliographies as well as citation pages. This session is required. If you must miss the library session day, you **MUST CONTACT** me to discuss a make-up.

Guided Workshop Days

For each essay, a rough draft is required. I will intervene in the middle of the writing process for every core essay in order to give you feedback before a final is due. However, you must become adept at offering feedback to your own writing as well as the writing of others. To that end, every time a rough draft is due, time will be reserved for a guided workshop using the rubric for the essay. You must attend and participate in these workshops in order to gain feedback from me on a rough draft. If you miss a workshop, a conference is required to make it up.

Conferences

Finally, you are required to have at least one conference with me over the course of the semester. I will divide the class into two groups. One group will receive a schedule for meeting times on essay #2, and one group will receive a schedule for essay #3. Failure to have a conference will result in a zero on your participation grade, thus lowering your final grade by one letter.

GENERAL POINTS

Attendance

After you miss two classes, your grade will be lowered by one letter grade for each subsequent class missed. Of course, emergencies are negotiable, but try to plan any flexible issues around the class

Revisions

Only the first two core writing assignments may be revised. You may only revise if you completed every step of the writing process (see page 2). Your final grade for each revision may increase by up to one letter grade. All revisions must be handed in no later than two weeks from the date you received your graded assignment.

Late Work

Refrain from handing any paper or homework in late. For each day the assignment is late, your grade for that assignment will drop.

Plagiarism Policy

Academic misconduct such as cheating or plagiarism will not be tolerated. The section on academic misconduct in the **Northeastern Illinois University Student Conduct Code** states

"Academic misconduct is an offense against the University. Acts of academic misconduct include but are not limited to:

Cheating. Use or attempted use of any unauthorized assistance in taking an exam, test, quiz, or other assignment. (Please note, cheating on exams includes all required University, state, and/or national assessment exams.)

Encouraging Academic Dishonesty. Intentionally or knowingly helping or attempting to persuade and/or influence another to violate the University's rules, policies, and regulations governing academic integrity.

Fabrication. Deliberate falsification or design of any material or excerpt in an academic assignment or exercise.

Plagiarism. Appropriation or imitation of the language, ideas, and thoughts of another author and representation of them as one's original work. This includes (1) paraphrasing another's ideas or conclusions without acknowledgement; (2) lifting of entire paragraphs, chapters, etc. from another's work; and (3) submission as one's own work, any work prepared by another person or agency. If the student's observed conduct or apparent behavior is such as to lead to suspicion of academic misconduct, the faculty member in whose course the alleged infraction occurred may adjust the grade downward (including F - failure) for the test, paper, or course, or other course related activity in question."

The Student Conduct Code can be found online at <http://www.neiu.edu/~DeanSt/policies.htm>

Disclosure Statement

Your success in the course is important to me. If you should have a disability (learning, physical, psychological, or other) and may require some accommodation or modification in procedures, class activity, instruction, requirements, etc., please contact me early in the semester so we can refer you the HELP program at NEIU, which exists to accommodate students with disabilities. If you have specific needs, please contact the center at (773)-442-5495 or www.neiu.edu/~help

Course Calendar

This calendar is tentative. I reserve the right to make changes/revisions as needed. Also, this calendar includes all the paper due dates.

Important University Dates

January 12th (Classes begin)/Saturday classes begin January 17th

Campus Holidays: January 19th, February 12th, and March 23rd—29th

Last Day to Drop a Course (No Refund): April 3rd

Last day of classes: May 4th

Week 1 Introduction to Identity and Diversity January 12th

Reading List

“Diversity in the Workplace: A Theoretical Perspective” Canas and Sondak

“Diversity in the Workplace: A Legal Perspective” Canas and Sondak

Assignments

Reflection Journal Assignment #1: Analyzing Self Exercise

Week 2 Defining Self/Topics/Speculating About Causes January 19th

Reading List

“Rise of Reported Incidents of Sexual Harassment” Sarah West

“Why are all the Black Kids Sitting Together?” Beverly Tatum

Assignments

Essay #1: SAC Introduced

Expository Essay (step 1)

Week 3 CLASS Defining Other/Research/Library January 26th

Reading List

“White Privilege: Unpacking the Knapsack” Peggy McIntosh

“Class in America” Gregory Mantsios

Assignments

Library Session (required: see me if you must miss class)

Outline for Essay #1 (step 2)

Annotated Bibliography (step 3)

Discussion Board Prompt

Week 4 CLASS Hegemony/Annotated Bib./Citation February 2nd

Reading List

“College Choices are Limited for Students from Needy Families” Stephen Burd

“Wealthy Often Win the Race for Merit-Based College Aid” Jay Matthews

Assignments

ESSAY #1: Rough Draft and Final Draft (steps 4 and 5)

Essay #2: PAS Introduced

Week 5 CLASS Proposing a Solution February 9th

Reading List

“Class Matters” New York Times online series

“Dead End Jobs: A Way Out” (hand-out) Katherine Newman

Assignment:

Expository Essay: Defining a Problem (step 1)

Reflection Journal Assignment #3: Encounters with Class/Models from NYTIMES

Week 6 RACE/CLASS Some Final Thoughts February 16th

Reading List

Revisit “Why are all the Black Kids Sitting Together” synthesis of essay 1 and 2

“Defining Racism: Can We Talk?”

Tatum

“Racial Relations Becoming More Complex Across Country”

Jonathan Tilove

Assignments

Outline/Annotated Bibliography (steps 2 and 3)

Reflection Journal Assignment #4: Defining your Race/Culture—objects of recognition

Week 7 RACE Meditating on Race and Ethnicity February 23rd

Reading List

“Blind Racism”

Eduardo Bonilla-Silva

“Internalized Racism”

Keith Osajima

Assignments

Rough Draft Essay #2 (step 4)

Essay 3: Collaborative Report Introduced

Week 8 RACE Workplace Writing/Reports/DB/Memos March 2nd

Reading List

Memoirs from *The Middle of Everywhere*

Mary Pipher

Excerpts from *Writing to Change the World*

Assignments:

Final Draft Essay #2 (step 5)

Reflection Journal Assignment #5: Personal Memoir—Importance for you in Workplace

Discussion Board Memo: Introducing yourself to your colleagues (again)

Week 9 RACE Creating Community March 9th

Reading List

“Best Buy Faces Allegations of Discrimination” Michael Liedtke

“Blacks vs. Latinos at Work” Miriam Jordan

“Tennessee Judge Tells Immigrant Mothers” Ellen Barry

Assignments

Choose topic—Expository Essay/memo #2 listing three possible solutions (step 1)

Memo #3 on chosen solution (discussion board)

Outline/Division of tasks (step 2)

Week 10 GENDER/RACE Organizational Dimension March 16th

Reading List

“Patriarchy” Allan G. Johnson

“This Person Doesn’t Sound White” Ziba Kashef

Assignments

Finalize Outline (step 2)

Annotated Bibliography (step 3)

Memo #4 (problems with report)

Deborah Tannen: ‘Can’t We Talk?’ Reflection Journal #6: Conversing with Opposite Sex

Week 11 GENDER Organizational Dimension March 30 (last day to drop)

Reading List

“Women’s Pay: Why the Gap Remains a Chasm” Aaron Bernstein

“The Myth of the Latin Woman” Judith Ortiz Cofer

Assignments

Rough Draft Essay #3 (step 4)

Discussion Board/Post Sections/Memo #4 (suggestions for revision)

Week 12 GENDER April 6th

Reading List

“The Arab Woman and I” Mona Fayad

“He Defies You Still: The Memoirs of a Sissy” Tommy Avicollo

Assignments

Essay #4: Final Report Introduced/Comprehensive Topic List

Memo #5 (choose topic over the weekend)

Week 13 GENDER/SEXUALITY

April 13th

Reading List

“Anti-Gay Stereotypes” Richard D. Mohr

“Confronting Anti-Gay Violence” Michael Bronski

Assignments

Expository Essay (step 1): Defining the Issue

Reflection Journal Assignment #7: Homosexuality in the Media (stereotypes)

Initial Outline

Week 14 Sexuality/Secondary Dimension--Age

April 20th

Reading List

“Homophobia as a Weapon of Sexism”

Suzanne Pharr

“Age, Race, Class, and Sex: Women Redefining Difference”

Audre Lorde

“Lesbian Sues School District over Harassment”

Judy Peet

Assignments

Finalized Outline (step 2)

Annotated Bibliography (step 3)

Week 15 Secondary Dimension—Disability/Prison/Military April 27th

Reading List

“Inside the Jail Wars”

Earl Ofari Hutchinson

“Disabilities”

Canas and Sondak

Assignments

Rough Draft Essay #4 (step 4)

Reading List

“Here. Now. Do Something.”

William Rivers Pitt

“Interrupting the Cycle of Oppression”

Andrea Ayvazian

“Combatting Intentional Bigotry...”

Fletcher A. Blanchard

Assignments:

Final Draft Essay #4

Reflection Journal Assignment #8: Diversity in your own life

Hand in Portfolio

NDP 310 Rubric for Final Draft

	Weak (0—2)	Satisfactory (3)	Strong (4)	Total
Description of Problem	Problem is unclear or implied with little or no support as to its existence.	Problem is stated, but with inadequate detail or explanation of relevance	Problem is presented clearly, specifying supporting details and relevance.	
Description of the Best Possible Solution (Thesis)	Solution is not clearly presented with initial description of supporting arguments. Solution is not presented as thesis.	Solution is stated, with minimal supporting argument or evidence. Initial reasons for the thesis are unclear.	Solution is clearly stated and presented as the thesis of the essay, grabbing the attention of the audience by detailing several forthcoming arguments	
Logic and organization	The majority of the paragraphs are unfocused. Topics are repeated and often unorganized.	Paragraphs often have topics, but the body strays from the focus OR Paragraphs often have an unclear beginning but find a focus later.	Paragraphs are consistently focused on one topic. Paragraph topics clearly support the thesis. No repeated arguments presented as separate points.	
Research/Use of evidence to support assertions	Required number of sources not met. Sources listed but not represented in the essay. No moment of synthesis.	Required number of sources met. Moment of synthesis is met, but sources are often introduced abruptly, or the relationship between the source and the topic is only implied.	Required number of sources met. Moment of synthesis is met and sources are introduced clearly. The relationship between the source and topic is explicit.	
Grammar, spelling, mechanics	Problems with sentence structure, spelling and mechanics that may be stigmatic to a reader in the workplace.	Occasional minor errors, primarily with mechanics, that do not necessarily take the reader's attention away from the content.	Errors limited or non-existent.	
Comments				

TABLE

Weak (0)	No effort was applied to fulfill the requirements of the rubric category.
Weak (1)	Some effort was applied, but not meeting the minimum requirements of the rubric category.
Weak (2)	Elements of a rubric category appear, but unsatisfactory.
Satisfactory (3)	Minor errors appear and minimum standards of requirement are met; however, further improvements can be made in clarity and effort in a rubric category.
Strong (4)	All the required elements in a rubric category appear and are represented clearly and succinctly.