



Online Course Syllabus
PSY 202 L1
Multicultural Perspectives
Fall 2022

Contact Information

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Instructor Office Hours: Call or email me to set up a virtual meeting over Zoom

Course Description and Prerequisites

An analysis of current theories and research findings related to the influence of culture and ethnicity upon the development of individuals, relationships, and societies including functioning, identity, social motives, sex roles and values. (This course satisfies for a Social/Behavioral Science course.)

Course Objectives

Learning Outcomes:

1. Survey common social, cultural and family issues facing the nation and the church.
2. Comprehend differences in culture, race, and ethnicity in relation to psychology
3. Develop resources and skills for effective communication in cross-cultural situations.
4. Understand and apply principles of cross-cultural competence to the counseling process.
5. Identify, adapt, and develop approaches that addresses ethnic differences.
6. Improve the student's cultural awareness and understanding in a global context.
7. Understand the impact of spiritual beliefs on clients' and counselors' worldviews.
8. Consider strategies for identifying and eliminating barriers, prejudices and processes of intentional and unintentional oppression and discrimination.

Required Textbooks

Multicultural Psychology 5th Edition, by Dr. Jeffery Scott Mio (Author), Dr. Lori A. Barker (Author), Melanie M. Domenech Rodríguez (Author), John Gonzalez (Author)

ISBN-13: 978-0190854959

ISBN-10: 0190854952

Recommended Reading

Morrison, L. T., Nannen, S., & Dominick, J. W. (2017). *Be the bridge*. Orange.

Course Requirements and Assignments

There will be 2 exams and a final throughout the semester.

Exams-

Exam 1 will cover chapters 1-5 and will be worth 100 points.

Exam 2 will cover chapters 6-10 and will be worth 100 points.

The final exam will be cumulative and will be worth 200 points.

Research Paper-

There will be one paper due in this class. The paper must be double spaced, in APA format, and a minimum of 6 pages (including cover page and reference page). Student's must argue for a specific point of view as it relates to a specific culture, religion, nationality, gender, or any other subgroup of the population. Student's must cite at least two peer-reviewed articles published within the last five years to substantiate their point of view. This paper will be worth 100 points (may use first person).

Discussion Posts-

There will be one discussion board post due each week for attendance and class participation grades. The student's initial discussion board post is due every Wednesday by 11:59pm and the student's response to at least two other students' posts is due by Friday at 11:59pm weekly (see calendar for due dates.) A student may miss two posts with no penalty. For every additional "absence" (defined as missing the initial post and/or two responses) it will result in one half point being subtracted from the student's end-of-the-semester grade. Institutional approved absences do not count against students if they provide the instructor with appropriate documentation.

Live Zoom Meetings-

There will be four live Zoom meetings students must attend. We will decide via email a date/time that work for all students and the professor (to the best of our ability) during the first week of class. One will be in the beginning of the semester, one at the end, and two in between. It is imperative students attend **ALL** four meetings. These meetings count as your attendance grade during the week in which they occur, and no discussion board post will be due that same week. If a student does not attend one of these meetings, the penalty will count the same as in the discussion board policy. **PLEASE NOTE: Absences are counted cumulatively between both discussion board posts and Zoom meetings, i.e., if a student misses one discussion board post and one Zoom meeting, that will count as the two available "free" absences with no penalty, and any additional absence throughout the semester will begin to detract from the student's grade.**

Zoom Meeting Agendas-

- The **first** meeting will take place sometime the week of August 15, 2022, and we will cover the syllabus and get to know each other a bit.
- The **second** meeting will take place the week of September 26, 2022, and will cover Bronfenbrenner's ecological model and a few other topics like immigration, isolation, and assimilation.

- The **third** meeting will take place the week of October 31, 2022, and will cover the research paper that will be due and some other topics such as “Ss of Similarity”, the “Ds of Difference”, and healthcare disparities in the United States.
- The **fourth** meeting will be the week of November 28, 2022, and will cover the experimental learning project. Students will give an overview of what event they attended and share their overall experience with the class.

Experimental Learning Project-

Student’s must participate in a community activity of a different culture than their own. This may be a festival, church service, or any other community event that the student has not previously attended before and that is not something traditionally associated with the student’s family of origin, nationality, or religion. To obtain credit the student must submit in Canvas- a picture of a pamphlet, handout, or ticket stub from the event and a picture of the student at the event and write a three-page paper in APA format (including cover page, no reference page needed for this paper) explaining what event the student choose to attend, why they chose it, what the experience was like, and what they learned from the experience. Student’s will share this experience with the class in the final Zoom meeting of the semester.

Extra Credit Opportunity-

Students may read “Be the Bridge” (detailed book information located in the recommended reading section of this syllabus) and write a four-to-six-page paper in APA format (including cover page and reference page) overviewing the book and elements the students took away from the literature. This paper must be submitted on Canvas for extra credit points to be awarded. If completed this paper may add up to 2 points onto a student’s end-of-the-semester grade.

Online Course Information

In an online course at Criswell College:

1. Instructors and all students enrolled in that course meet using video-conferencing technology at scheduled class times through the course of a semester or term in order to meet 25–30% of the direct faculty instruction required by the college’s Credit Hour policy.
2. The remaining direct faculty instruction is delivered using other means such as:
 - Lectures/instruction for students to watch asynchronously
 - Online content modules in which instructor provides feedback to student work
 - Tests/quizzes on which instructor provides feedback
 - Discussion boards on which instructor provides feedback

Canvas: Criswell College uses Canvas as its web-based learning tool to host/deliver all instructional materials, discussions, assessments, files, and other peripheral tools and applications that support teaching and learning. In online courses at Criswell College, instructors design and use Canvas to:

- organize course content on a module basis using organizational tools within Canvas,
- control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term,

- accept assignments from students only inside the Canvas course (emailed assignments are not acceptable),
- provide written feedback on assignments only within Canvas, preferably through Speedgrader,
- use the Announcement or e-mail feature in Canvas to communicate to the students rather than by broadcasting to a class email listserv outside of Canvas.

Zoom in Canvas is used for all synchronous class sessions.

Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day.

Identity Verification and Evidence of Attendance: Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. In online courses at Criswell College, a student participates in class or otherwise engages in an academically related activity. These activities comprise items relevant to Identity Verification for Distance Education Courses. Acceptable evidence of attendance at an academically related activity in an Online course includes, for example, a student's:

- participation in a synchronous remote video class session with the instructor present,
- student picture id submitted in the Canvas Account Profile,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in an online study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject studied in the course.

Course/Classroom Policies and Information

I welcome all communication from students by text, phone call, and email. However, I expect that when students reach out, they use proper etiquette. If an email does not have appropriate greetings and closing remarks (I.E., sincerely, name, or a similar closing) I may not respond. Please be professional in all communications.

I will respond within 24 hours on weekdays and within 72 hours on weekends (weekend is defined as Friday after 12pm through Monday at 8am).

Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how participation affects students' ability to meet course learning objectives and whether participation affects course grades.

Grading Scale

I use a traditional grading scale, see below. You may earn up to 500 points in the class. See the point breakdown below.

Exam 1- 100 points

Exam 2- 100 points

Final - 100 points

Research Paper - 100 points

Experimental Learning Project- 100 points

To find your current grade at any time during the semester take your points earned and divide them by 500. You apply that number to the scale below to see your letter grade.

A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting.

Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information can be found at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Multicultural Psychology, Fall 2022

Date	Assignment Due	Date	Assignment Due	Date	Assignment Due
Monday, August 22, 2022	Zoom meeting sometime this week (to be determined during the first week of class- no DB post due	Wednesday, August 24, 2022		Friday, August 26, 2022	
Monday, August 29, 2022		Wednesday, August 31, 2022	DB Ch. 1 due	Friday, September 2, 2022	DB Response due (x2)
Monday, September 5, 2022		Wednesday, September 7, 2022	DB Ch. 2 due	Tuesday, August 9, 2022	DB Response due (x2)
Monday, September 12, 2022		Wednesday, September 14, 2022	DB Ch. 3 due	Friday, September 16, 2022	DB Response due (x2)
Monday, September 19, 2022		Wednesday, September 21, 2022	DB Ch. 4/5 due	Friday, September 23, 2022	DB Response due (x2)
Monday, September 26, 2022	Zoom meeting sometime this week (to be determined during the first week of class- no DB post due	Wednesday, September 28, 2022		Friday, September 30, 2022	
Monday, October 3, 2022	Exam 1 opens at 9am	Wednesday, October 5, 2022		Friday, October 7, 2022	Exam 1 closes at 11:59pm
Monday, October 10, 2022	Student Development Week!	Wednesday, October 12, 2022	Student Development Week!	Friday, October 14, 2022	Student Development Week!
Thursday, October 27, 2022		Wednesday, October 19, 2022	DB Ch. 6/7 due	Friday, October 21, 2022	DB Response due (x2)
Monday, October 24, 2022		Wednesday, October 26, 2022	DB Ch. 8 due	Friday, October 28, 2022	DB Response due (x2)
Monday, October 31, 2022	Zoom meeting sometime this week (to be determined during the first week of class- no DB post due	Wednesday, November 2, 2022		Friday, November 4, 2022	Research paper due on Canvas by 11:59pm
Monday, November 7, 2022		Wednesday, November 9, 2022	DB Ch. 9/10 due	Friday, November 11, 2022	DB Response due (x2)
Monday, November 14, 2022	Exam 2 opens at 9am	Wednesday, November 16, 2022		Friday, November 18, 2022	Exam 2 closes at 11:59pm
Monday, November 21, 2022	Fall Break!	Wednesday, November 23, 2022	Fall Break!	Friday, November 25, 2022	Fall Break!
Monday, November 28, 2022	Zoom meeting sometime this week (to be determined during the first week of class- no DB post due	Wednesday, November 30, 2022		Friday, December 2, 2022	Be the Bridge, extra credit assignment, due on Canvas by 11:59pm
Monday, December 5, 2022	Final Exam Open at 9am	Wednesday, December 7, 2022		Friday, December 9, 2022	Final Exam closes at 11:59pm

Additional Information

If you have read this far and made it to the end of the syllabus, I am proud of you! Please email me an email that says, "I read the whole syllabus." If you do this, I will add 2 points to your first exam grade. 😊