Course Information

Course Description
This course provides in depth look into theoretical, practical, and policy issues related to race, ethnicity, and women. Historical, political, and socioeconomic forces are examined that maintain racist and sexist values, attitudes, and behaviors in society and all levels of organizational behavior. This course also includes a study of ablest values, attitudes, and behaviors in our society and profession. Concepts related to race and ethnicity, gender, sexual orientation, and disability status include but are not limited to sociopolitical processes (racism, sexism, heterosexism, ableism, oppression, prejudice, discrimination, class, etc.), interpersonal processes (identity, self-concept/esteem, authenticity, mental health, and basic behaviors), and socio-cultural processes (cultural fusion, culture conflict, acculturation, and assimilation). The implications of these processes for social work practice are examined in terms of social work values, knowledge, and skills at the micro, mezzo, and macro levels of organizational behavior.
Course Credits
3 credit hours

Prerequisite and Co-requisite Courses
None

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Department of Social Work

Program Outcomes
Upon completion of the program of study for the MSW program, the graduate will be prepared to:

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.1 Engage with clients and colleagues conveying a strength-based demeanor and attitude</td>
<td>Diversity Experience</td>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
</tr>
<tr>
<td>A2.2 Apply self-awareness to manage the influence of personal biases and values in working with diverse individuals, families, groups, organizations, communities and constituencies</td>
<td>Diversity Experience</td>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
</tr>
<tr>
<td>A3.3 Compare how social, economic, cultural, and political frameworks can oppress and violate human rights.</td>
<td>Diversity Experience</td>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
</tr>
</tbody>
</table>
Course Delivery
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System.

Required Texts and Materials
ISBN: 978-0-13-519673-1

Recommended Texts and Materials

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.) 2nd Publication.

Internet Resources of Possible Interest:
- American Orthopsychiatric Association: http://www.amerortho.org/
- American Public Health Association: http://www.apha.org/
- American Society of Criminology: http://www.asc41.com/
- Gerontological Society of America: http://www.geron.org/
- National Association of Social Workers: http://www.naswdc.org/
- National Council on Family Relations: http://ncfr.org/
- School Social Work Association of America: http://www.sswaa.org/

Technology Requirements
Testing via Respondus™ Monitor

Access to Exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There is one practice quiz: a short 10 question practice quiz over ASU trivia that is not graded. This tool will be available to the student to assure accessibility. Students are highly encouraged to go through the practice quiz in advance of taking a graded quiz. This process
will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

**To participate in one of ASU’s distance education programs, you need this technology:**

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

**Topic Outline**

**Module 1:** Includes chapters 1-3 and covers understanding ourselves and others; understanding prejudice and its causes, communication, conflict, and conflict resolution.

**Module 2:** Includes chapters 4-7 and discusses immigration, race, and religion through the lens of oppression and examines how to reject oppressive relationships.

**Module 3:** Includes chapters 8-11 and discusses racism, classism, sexism, and heterosexism.

**Module 4:** Includes chapters 12-14 and covers ableism, pluralism in schools, and pluralism in society.

**Communication**

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

- Please note that emails received after 6 p.m. will be answered the following morning.

**Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

**Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.
Grading

Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Experience</td>
<td>40</td>
</tr>
<tr>
<td>Journals</td>
<td>20</td>
</tr>
<tr>
<td>Examinations</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course as per the Graduate School:
- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- F = 0-69.99 points (Grades are not rounded up)

Teaching Strategies
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

Journal Submissions 20%
There will be 5 journal submissions worth 20 percent of your grade. Journal submissions will be graded on the following criteria; Critical thinking, Integration of course content, and Grammar, Spelling, and Punctuation.

**Diversity Paper**  

30%

Students will write a short paper based on their visit to a place that is out of their comfort zone. The paper is to be between 5-7 pages in length (excluding title and reference pages) and written according to APA requirements. Students will select a place to visit where they will not feel entirely comfortable, and after the visit, will write a paper detailing their experience. Students will be asked to support their work using **at least 5 scholarly resources** (e.g., peer reviewed journal articles, governmental studies, demographic research, creditable internet sources and so forth). Some examples of activities other students had experienced include going to a homeless shelter, attending a religious service different from your own, going to a nursing home, attending political rallies that don’t align with your political views, taking a tour of a cannabis plant/store etc. Your course text can be used as a resource as well. You must include the following sections in your paper:

1. Introduction: include why you chose this particular experience that you are writing about, as well as the details of when and where it took place.
2. Your thoughts feelings, apprehensions, and preconceived notions prior to the experience
3. A detailed description of the experience, including your thoughts and feelings throughout the experience, interactions with others, etc.
4. Any – isms you noticed or experienced
5. What you learned from your experience
6. Make connections to the course materials including the videos, ppts, and textbook
7. Conclusion

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source—whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source—you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper, among other consequences.
Examination 40%

There will be 2 exams in this course worth 40% of your total course grade. Each examination may cover assigned readings, ppts, and videos. Please note that the exam is timed and so it is imperative that you are familiar with the course material before attempting the exam. Each exam will include 85 multiple choice questions drawn from a pool of over 95 questions so no 2 exams will be alike.

Assignment Submission
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at anne.scaggs@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

POLICY ON LATE OR MISSED ASSIGNMENTS
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Failure to submit your assignments on the assigned date will result in a grade of 0. The only exceptions made will be if students have a university approved excuse found in the catalog.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook¹
- Angelo State University Catalog²

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for
transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct. Also, due to COVID-19, there will no food or drink allowed in any classrooms, seminar rooms, or public gathering areas in the Health and Human Services building until further notice. The only exception to this policy is a student may have bottled water or water in a container that able to be sealed and not spill or leak

**Student Responsibility and Attendance**

This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

**Note:** This course utilizes Collaborate to engage in role plays, case study, and interaction. A day and 2 session times will be offered for students to have some flexibility. **Attendance is mandatory.** Collaborate times will be posted in Banner and a reminder email will be sent the day of the sessions.

**Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

**Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services,
programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.
Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu
Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

## Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Review Syllabus</td>
</tr>
<tr>
<td>Aug. 23-29</td>
<td>Read Chapter 1: Understanding Ourselves and Others: Clarifying Values and Language</td>
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<tr>
<td></td>
<td><em>From YouTube:</em> View “Girl vs Woman”: Why Language Matters and Waverly Labs – A World Without Language Barriers</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Read Chapter 2: Understanding Prejudice and Its Causes</td>
</tr>
<tr>
<td>Aug. 30- Sept. 5</td>
<td>Journal 1: Complete the Clarification Exercise on page 43. Once you are done, select an example of Avoidance, Denial, and Victim Blaming and explain why they are an example of each. Then rewrite them to be the fourth kind of statement. <strong>Due 9/5 end of day (eod)</strong></td>
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<tr>
<td></td>
<td><em>From YouTube:</em> View – Before You Judge Someone</td>
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<tr>
<td><strong>Week 3</strong></td>
<td>Read Chapter 3: Communication, Conflict, and Conflict Resolution</td>
</tr>
<tr>
<td>Sept. 6-12</td>
<td>Journal 2: Cultures have different communication styles. Provide 2 examples of cross-cultural communication errors that you have experienced or seen. Discuss why cross-cultural communication errors occur and what could be done as social workers to avoid these problems. <strong>Due 9/12 eod</strong></td>
</tr>
<tr>
<td></td>
<td><em>From YouTube:</em> View - .abcNEWS Would You Stop Muslim Discrimination, “We’re not intimidated by hatefulness,” Jagmeet Singh</td>
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<tr>
<td><strong>Week 4</strong></td>
<td>Read Chapter 4: Immigration and Oppression: The Assault on Cultural and Language Diversity</td>
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<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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<tr>
<td><strong>From YouTube: View</strong> – Are Mexicans Native Americans? And Don’t Deport my Parents</td>
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</tbody>
</table>
| **Week 5**<br>Sept. 20-26 | Read Chapter 5: Race and Oppression: The Experiences of People of Color in America  
**From YouTube:** Residential Schools and Genocide in Canada, New Heritage Minute explores dark history of residential schools, How the Black Panthers Revolutionized Healthcare in the U.S. |
| **Week 6**<br>Sept. 27- Oct. 3 | Read Chapter 6: Religion and Oppression: The Struggle for Religious Freedom  
**Journal 3:** Discuss the terms “Atheism” and “Deism”. How are these concepts evident in today’s society? Provide at least one specific example of each term. Please tie your responses to the course text, videos, etc. **Due 10/3 eod** |
| **Week 7**<br>Oct. 4-10 | Read Chapter 7: Rejecting Oppressive Relationships: The Logic of Cultural Pluralism in a Diverse Society  
**From YouTube: View** – Love, alone, will not dismantle racism, When Labels Don’t Fit: Hispanics and their Views of Identity, and A mission to capture the full range of half-Japanese experience in 192 photos  
Exam 1 (1-7) Opens Thursday, 10/7 @ 8 am; closes Sunday 10/10 end of day |
| **Week 8**<br>Oct. 11-17 | Read Chapter 8: Racism: Confronting a Legacy of White Domination in America.  
Read the article “White Privilege-Unpacking the Invisible Knapsack” by Peggy McIntosh located in your course content.  
**Journal 4:** After reading the article, discuss what two key points the author makes about white privilege. Provide 2 examples of white privilege that you have seen or experienced. How can we as social workers address the issue of white privilege? **Due 10/17 eod**  
**From YouTube: View** – Jews vs. Arabs and White Privilege – Unpacking the Invisible Knapsack |
<p>| <strong>Week 9</strong>&lt;br&gt;Oct. 18-24 | Read Chapter 9: Classism: Misperceptions and Myths About Income, Wealth, and Poverty |</p>
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>From YouTube: View</em> – Poverty rated surge in American suburbs, For millions, underemployment is a new normal, and The one percent</td>
</tr>
<tr>
<td>Week 10</td>
<td>Read Chapter 10: Sexism: Where the Personal Becomes Political</td>
</tr>
<tr>
<td>Oct. 25-31</td>
<td><em>From YouTube: View</em> – Do we live in a sexist country? and The dark secret behind sexist advertisements</td>
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<tr>
<td></td>
<td>Diversity Paper due 10/31 end of day</td>
</tr>
<tr>
<td>Week 11</td>
<td>Read Chapter 11: Heterosexism: Challenging the Heterosexual Assumption</td>
</tr>
<tr>
<td>Nov. 1-7</td>
<td><em>From YouTube: View</em> – LGBT Discrimination: Last Week Tonight with John Oliver (HBO) and Crawford Jamieson Gay Rights Debate Oxford Union</td>
</tr>
<tr>
<td>Week 12</td>
<td>Read Chapter 12: Ableism: Disability Does Not Mean Inability</td>
</tr>
<tr>
<td>Nov. 8-14</td>
<td><em>From YouTube: View</em> – Stephen Hawking’s Death Sparks Conversation on Disability and Ableism, I got 99 problems and palsy is just one of them, Please give time to your elders. The Life will be more beautiful – Gandi Vines, and An Animated Story of a boy who hates his disabled dog</td>
</tr>
<tr>
<td>Week 13</td>
<td>Read Chapter 13: Pluralism in Schools: The Promise of Multicultural Education</td>
</tr>
<tr>
<td>Nov. 15-21</td>
<td><em>From YouTube: View</em> – How Studying Privilege Systems Can Strengthen Compassion: Peggy McIntosh at TEDx, New app to tackle racism in schools, and Educators Aiming to Empower Girls of Color</td>
</tr>
<tr>
<td>Week 14</td>
<td>Read Chapter 14: Pluralism in Society: Creating Unity in a Diverse America</td>
</tr>
<tr>
<td>Nov. 22-23</td>
<td><em>From YouTube: View</em> – Heterosexism Homophobia for EFN 205, Cissexism, Transphobia, and Cisnornativity (Queer Vocabulary), and Refugee Defies ISIS with Ballet Refugee</td>
</tr>
</tbody>
</table>
Journal 5: Reflect and provide 2 examples of your own current, recent experiences that positively or negatively influenced your opinions and perceptions about heterosexism, homophobia, and transphobia. How were your beliefs and values about heterosexism, homophobia, and transphobia shaped by your childhood experiences with your friends, family, and school environment? Please tie your responses to the course text, videos, etc. Due 12/5 eod

Week 16
Dec. 6-10
Final Exam (8-14) opens 12/4 @ 8 a.m. and closes 12/7 end of day

Grading Rubrics

Diversity Experience Rubric

Students will write a short paper based on their visit to a place that is out of their comfort zone. The paper is to be between 5-7 pages in length (excluding title and reference pages) and written according to APA requirements. Students will select a place to visit where they will not feel entirely comfortable, and after the visit, will write a paper detailing their experience. Students will be asked to support their work using at least 5 scholarly resources (e.g., peer reviewed journal articles, governmental studies, demographic research, creditable internet sources and so forth). Your course text can be used as a resource as well. You must include the following sections in your paper:

1. Introduction: include why you chose this particular experience that you are writing about, as well as the details of when and where it took place.
2. Your thoughts feelings, apprehensions, and preconceived notions prior to the experience - ________(10 Pts)
3. A detailed description of the experience, including your thoughts and feelings throughout the experience, interactions with others, etc. - _____(15 pts)
4. Any – isms you noticed or experienced - ___(10 pts)
5. What you learned from your experience - _____(25 pts)
6. Make connections to the course materials including the videos, ppts, and textbook - _____(25 pts)
7. Conclusion

APA, grammar, spelling, and references – ________(15 pts)
Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus