

Texas A&M University - Central Texas
COUN 5311 Social and Cultural Issues
Fall 2019

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Gerald Pennie, PhD, LPC, NCC
Class Time: Wednesdays 06:00 – 08:45 pm
Email: gpennie@tamuct.edu
Office hours: MW: 3:00 - 5:00 PM; TR 11:00 - 2:00 PM

COURSE INFORMATION

Course Overview and description:

The study of the interaction of social/cultural groups in America, problems of minorities and ethnic groups, problems related to gender and age, problems within family systems and contemporary sources of positive change.

STUDENT LEARNING OUTCOMES:

1. Students will identify multicultural and pluralistic trends; characteristics, attitudes, beliefs, and experiences of (and among) diverse groups.
2. Students will write about cultural self-awareness and an understanding of the historical, political, and institutional influences on the oppression of diverse populations.
3. Students will locate community resources and identify public policies that affect the quality and accessibility of mental health services and enable effective advocacy for and treatment of diverse populations.
4. Students will learn about diverse populations and how counseling can best be suited to address the needs of said diverse population. Students will examine the counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination toward diverse people.

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

(IIG2: Social and cultural diversity)- Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

CACREP Standard	Activity	SLOs
Common Core for all students:		
a. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications (IIF1b)	CIA Project	SLO3
b. Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e)	CIA Project	SLO3
c. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i)	Presentation	SLO1
d. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a)	Presentation	SLO1
e. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (IIG2d)	Diversity Interview	SLO4
f. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b)	Presentation	SLO1
g. the effects of power and privilege for counselors and clients (IIF2e)	Presentation	SLO1
h. help-seeking behaviors of diverse clients (IIF2f)	Presentation	SLO2
i. strategies for identifying and eliminating barriers and processes of intentional and unintentional oppression and discrimination (IIF2h).	Diversity Interview	SLO4
i. A general framework for understanding differing abilities and strategies for differentiated interventions. (IIF3h)	Diversity Interview	SLO4
i. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (IIF4g).	CIA Project	SLO3

i. Ethical and culturally relevant strategies for addressing career development (IIF4j).	CIA Project	SLO3
i. a systems approach to conceptualizing client (IIF5b).	CIA Project	SLO3
i. ethically and culturally relevant strategies for establishing and maintain in-person and technology-assisted relationships. (IIF5d).	Presentation	SLO1
i. counselor characteristics and behaviors that influence the counseling process (IIF5f).	Presentation	SLO2
i. ethically and culturally relevant strategies for designing and facilitating groups (IIF6g).	Presentation	SLO1
i. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (IIF7m)	Presentation	SLO1
i. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. (IIF8a)	Diversity Interview	SLO4
i. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and or program evaluation (IIF8j)	Presentation	SLO1
Standards for Clinical Mental Health Counseling (CMHC) track		
1. cultural factors relevant to clinical mental health counseling (CMHC:VC2j);	Diversity Interviews	SLO4
4. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CMHC:VC2b); and	CIA Project	SLO3
5. legislation and government policy relevant to clinical mental health counseling (CMHC:VC2i);	CIA Project	SLO3

Required Text

Hays, P. A. (2016). *Addressing cultural complexities in practice: Assessment, Diagnosis, and Therapy*. (3rd ed.). Washington, D.C.

American Psychological Association.(2009). *Publication manual of the American psychological*

Association. 6th ed.: Washington, D.C.
Okorafor, N. (2015). *Binti*. Tor.com
Okorafor, N. (2017). *Binti: Home*. Tor.com
Okorafor, N. (2018). *Binti: The night masquerade*. Tor.com

Course Structure and Requirements

Portfolio (10 points): Students will compile a digital portfolio highlighting your classroom activities, records, and accomplishments. The portfolio should be divided into five sections. **Section one** should contain your multicultural presentation handout materials. **Section two** should contain your autobiographic experience. **Section three** should contain multicultural newsworthy items (current event critiques) collected over the course of the semester. **Section four** should contain a selected collection of your journal entries that show your growth and development across the semester. **Section five** should contain your Culturally Immersive Advocacy Project.

Final Presentation (30 points)

Students are encouraged to consider ethical and multicultural considerations of effective counseling practice based on your selected culture. You can bring guest speakers as part of your presentation, along with other visual aids and hands-on materials that may allow classmates to experience elements of the cultural group in which the presentation is pertaining. Each presentation must have an experiential component. Presentations are expected to last approximately 30 minutes, with time for Q & A following the presentation. You will also present a resource list to your colleagues to help them pursue further knowledge and understanding. You will need to do research information about this population and include that information in your presentation. The scenario below is how you will be expected to structure and format your presentation.

Multicultural Newsworthy Items and Critiques (40 points)

We as individuals do not exist in a vacuum. Life happens as we grow and change. In order to ensure that we become global and responsible citizens, each student will be required to complete 4 Multicultural Newsworthy Items and Critiques over the course of the semester. **Each summary will be 1-2 pages and will summarize the topic or topics covered in the article.** Summaries will also include a critique of the information presented. Submissions will be made through canvas.

Journal Activities (10 points): Journal activities are entries that you complete between classes. These entries represent an on-going dialogue with your classmates regarding your self-awareness, honest reactions and struggles that you may be experiencing to readings, discussions, and in-class experiences. You may also seek out experiences with diversity in our community to challenge yourself and your preconceived attitudes. Journal entries should be at least one written page. There will be ten required entries dispersed throughout the course. Submissions will be made through canvas. **These submissions are NOT meant to be course, assignment, or instructor evaluations. Please note that if your submissions are of this nature they will count for 0 points.**

Diversity Interview (30 points): Each student will conduct (1) interview. You will interview someone who identifies differently from you in at least two ways. Consider gender, race, ethnicity, sexual orientation, gender identity, age, disability status, socioeconomic status, immigration status, religion, etc. Describe the content of the interview. Use the identity models we discuss to speculate on what

stage of identity development you and your interviewee might fall. Describe your reactions to the person you interviewed, emphasizing insight you gained from this experience. You will need to submit a paper between **2-5 pages**. **You will need to get prior instructor approval**. Submissions will be made through canvas.

Culturally Immersive Advocacy (CIA) Project (50 points): Students will be required to proposal and participate in a semester long culturally immersive advocacy project. This project is composed of two phases. The **first phase is Cultural Entry and Immersion**. The goal of the first phase is to research and build a mutualistic relationship with members of a culture that is different than your own in at least two identifiable ways. The **second phase is Direct Advocacy**. The goal of the second phase is to develop an advocacy product that you can use to directly advocate for members of the community you chose. Students will need to submit a **4-6 page** reflection paper. Of specific focus of the paper is what the counselor-in-training noticed about him/herself throughout the experience, including thoughts, feelings, beliefs, fears, etc. Self-awareness and depth of personal journey through this experience are the focus of the minority experience. Students will also compile a list of community organizations and/or programs that support and advocate for equity with the clients for whom they may serve. Additionally, students will need to develop artifacts for that are significant to their experiences during the project. **Students will need to submit a proposal for this assignment to the professor prior to beginning this project. This meets the Multicultural Competency/Advocacy Social Justice Competency component of the CMHC Program Portfolio.** Submissions will be made through canvas.

Book Reports (30 points): In addition to the assigned readings, you will be expected to complete supplemental reading pertaining to diverse populations or relating to sociocultural considerations. Students will select two books from the autobiographies (or get approval to use another autobiography of a diverse person) from Appendix A or B. Book reports will need to be at least **3 pages**. Submissions will be made through canvas.

Grading Criteria Rubric and Conversion

Grade Distribution

Portfolio:	10 pts
Diversity Interview:	30 pts
Final Presentation:	30 pts
CIA Project:	50 pts
Journal Entries:	10 pts
Book Reports:	30 pts
Multicultural Newsworthy Items and Critiques	40 pts
Total:	200 points

Points necessary for corresponding grades:

A:	180+ pts
B:	160-179.9 pts
C:	140-159.9 pts

Student-instructor interaction:

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In the event that you need to contact me via e-mail, please include “**COUN 5311**” and the title of the e-mail (e.g., homework question, attendance) in the subject line. For example, the subject line may read “**COUN 5311 – Attendance.**” I check my email twice a day and as such, I will respond to e-mail requests within **48 hours during the work week (excluding holidays).**

Office Hours:

Students are always welcome to come and express concerns and needs with me. My office hours are listed above and the best way to connect with me and ensure that you will have a time slot, students are encouraged to make an appointment online using the following link:

<https://drpennie.clickbook.net/sub/drpennie#.XWOWw-hKjIU>

Attendance:

Your attendance and participation in the classroom is extremely important to your learning. As such attendance you will be given one free absence. Each subsequent absence will result in the loss of a letter grade every time you are absent from class.

Mode of instruction and course access:

This course meets face-to-face, (with supplemental materials made available online).

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Important University Dates:

January 11, 2019 Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)

January 14, 2019 Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25 fee assessed for late registrants.

January 14, 2019 Classes Begin for Spring Semester

January 16, 2019 Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes

January 21, 2019 Martin L. King Jr. Day (University Closed)

January 22, 2019 Deadline to Drop First 8-Week Classes with No Record

January 30, 2019 Deadline to Drop 16-Week Classes with No Record

February 22, 2019 Student End of Course Survey Opens (First 8-Week Classes)

February 22, 2019 Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)

March 1, 2019 Deadline for Graduation Application for Spring Ceremony Participation

March 1, 2019 Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)



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March 8, 2019 Classes End for First 8-Week Session
March 8, 2019 Deadline for Spring Admissions Applications
March 10, 2019 Student End of Course Survey Closes (First 8-Week Classes)
March 11, 2019 Spring Break – No Class (University Open)
March 11, 2019 Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 13, 2019 Spring Break – No Class (University Open)
March 14, 2019 Spring Break – No Class (University Open)
March 15, 2019 Deadline for Tuition and Fee Payments (Second 8-Week Classes)
March 15, 2019 Deadline for Clinical Teaching Applications
March 15, 2019 Spring Break – No Class (University Open)
March 18, 2019 Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants.
March 18, 2019 Classes Begin for Second 8-Week Session
March 20, 2019 Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25, 2019 Deadline to Drop Second 8-Week Classes with No Record
April 1, 2019 Deadline for GRE/GMAT Scores to Office of Graduate Studies
April 5, 2019 Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 12, 2019 Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Spring Semester
April 26, 2019 Student End of Course Survey Opens (16- and Second 8-Week Classes)
April 26, 2019 Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 10, 2019 Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)
May 10, 2019 Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 10, 2019 Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 10, 2019 Spring Semester Ends
May 11, 2019 Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 12, 2019 Student End of Course Survey Closes (16- and Second 8-Week Classes)
May 14, 2019 Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
May 14, 2019 Deadline for Thesis to Clear Thesis Office for Spring Semester

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements. .

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.



For issues related to course content and requirements, contact your instructor.

Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tam.u.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tam.u.edu): [<http://hdc.tam.u.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process,

[<https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].

If you know of potential honor violations by other students, you may submit a report,

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support

for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

Late Assignments and Make-up Work

Late work will be evaluated on a case by case basis. In the event that a student is allowed to submit an assignment late, the assignment will lose one letter grade each day it is late. Make up work may be assigned at the instructor's discretion.

Grade Disputes

Conversations regarding grades and assignments are welcomed. It is **strongly recommended** that grade disputes follow the 24/7 rule. This means that students are **highly encouraged** to wait 24 hours from the time of receiving a graded assignment to schedule an appointment. This also means that students are **highly encouraged to** schedule an appointment within 7 calendar days of receiving the grade on an assignment.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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COURSE OUTLINE AND CALENDAR

Week of	Topics covered	Chapters covered	Assignments
Aug. 26	Introductions, Culturograms, and Intersectionality		Signed syllabus page due by Aug. 30
Sept. 1	Advocacy, Multiculturalism, and Social Justice	Chapter 1	CIA Project Proposal due by Sept. 6
Sept. 8	Becoming a Culturally Relevant Therapist and Cultural Assessment	Chapters 2-3	
Sept. 15	Making Meaningful Connections	Chapters 4-5	
Sept. 22 (Online Week)	Building Counseling Relationships	Chapter 6	**Multicultural Newsworthy Item and Critique 1
Sept. 29	Culturally Responsive Services	Chapters 7-8	
Oct. 6	Culturally Relevant Assessment		Book Report 1
Oct. 13	Culturally Relevant Diagnosis	Chapter 9	
Oct. 20	Culturally Relevant Therapy and Diverse Interventions	Chapter 10-11	Diversity Interview
Oct. 27	Case Studies and Therapeutic Interventions		Multicultural Newsworthy Item and Critique 2
Nov. 3	Case Studies and Therapeutic Interventions	Chapter 12	Book Report 2
Nov. 10 (Online Week)	Culturally Responsive Self-Care		Multicultural Newsworthy Item and Critique 3
Nov. 17	Thanksgiving		
Nov. 24	Presentations		CIA Project Multicultural Newsworthy Item and Critique 4
Dec. 1	Presentations		All presentations and Portfolios due
Dec. 8	Extra Presentation Time slots		

*** This syllabus is eligible for review and can be changed with prior notice from the instructor.**

****All Binti novels need to be read by this point in the semester.**

*****Journals are sprinkled throughout the course. Please pay attention to the Canvas assignments to make sure you submit them on time.**

Student Learning Outcomes (SLOs) Grading Rubric- Presentations

Date:	Warrior Number:					
Criterion	Beginning	Basic	Proficient	Advanced	Exceptional	Score
Organization	The presentation lacked organization	The presentation was somewhat organized	The presentation was organized for the most part	The presentation was well organized	The presentation was very well organized with clear transitions	
Timing	The presentation lacked timing, resulting in poor coverage toward the end.	The presentation somewhat lacked a logical allocation of time to given topics.	The presentation allotted equal time to topics.	The presentation allotted time in a thoughtful way, depending on the topic.	The presentation allocated time artfully wherein basic to more complex topics were addressed seamlessly.	
Documentation	The presentation lacked facts, research, evidence, and sources.	The presentation included sparse facts, research, evidence, and resources.	The presentation offered facts, research, evidence, and resources.	The presentation provided relevant facts, research, evidence, and resources.	The presentation provided very relevant and current facts, research, evidence, and resources.	
Content	The presentation included irrelevant and unrelated content.	The presentation focused on content that was somewhat relevant and coherent.	The presentation focused on relevant and coherent content based in adequate preparation.	The presentation contained very relevant and coherent content that reflected good preparation.	The presentation was exceptionally conceived wherein topics were highly relevant and coherent and clearly reflected extensive preparation.	
Presentation Delivery	The presenters lacked effective use of voice volume, tone, animation, grammar, and pronunciation.	The presenters' use of voice volume, tone, animation, grammar, and pronunciation was somewhat effective.	The presenters' use of voice volume, tone, animation, grammar, and pronunciation was effective.	The presenters' use of voice volume, tone, animation, grammar, and pronunciation was quite effective.	The presenters' use of voice volume, tone, animation, grammar, and pronunciation was very effective.	
Audience Engagement	The presentation failed to	The presentation somewhat	The presentation established	The presentation effectively	The presentation very	

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	establish and maintain audience interest and attention.	established and maintained audience interest and attention.	and maintained audience interest and attention.	established and maintained audience interest and attention.	effectively established and maintained audience interest and attention.	
Use of audio visual aides	The presentation failed to employ visuals or technology.	The presentation used visuals such as a PowerPoint but it lacked appropriate formatting.	The presentation employed varied types of visuals with appropriate formatting.	The presentation employed quite effective use of varied types of visuals with appropriate formatting.	The presentation employed very effective use of varied types of visuals with appropriate formatting.	
Responsiveness to audience	Presenters failed to address questions from the audience.	Presenters responded to questions in ways that were somewhat irrelevant and unhelpful.	Presenters responded to questions in ways that were relevant and helpful.	Presenters responded to questions in ways that were quite effective, helpful, and enlightening.	Presenters responded to questions in ways that were very effective, helpful, and enlightening.	
Presenters' Demeanor	Presenters lacked animation, eye contact with the audience, poise, and professionalism.	Presenters somewhat conveyed animation, eye contact with the audience, poise, and professionalism.	Presenters conveyed animation, eye contact with the audience, poise, and professionalism.	Presenters effectively conveyed animation, eye contact with the audience, poise, and professionalism.	Presenters very effectively conveyed animation, eye contact with the audience, poise, and professionalism.	
Total Score						

Date	Warrior Number				
Diversity Interview	No	Some	Basic	Above Average	Superior
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (IIG2d);	The paper lacked all or a significant portion of this concept or the paper did this incorrectly.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.	Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.	Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.
Strategies for identifying and eliminating barriers and processes of intentional and unintentional oppression and discrimination (IIF2h).	The paper lacked all or a significant portion of this concept or the paper did this incorrectly.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.	Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.	Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.
A general framework for understanding differing abilities and strategies for differentiated interventions. (IIF3h)	The paper lacked all or a significant portion of this concept or the paper did this incorrectly.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.	Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.	Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. (IIF8a)	The paper lacked all or a significant portion of this concept or the paper did this incorrectly.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.	Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.	Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.
Cultural factors relevant to clinical mental health counseling (CMHC:VC2j);	The paper lacked all or a significant portion of this concept or the paper did this incorrectly.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.	Course readings are used. Concepts are left undefined, or poorly defined. Little broader	Concepts are defined, but the author does not demonstrate a solid understanding of the major	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the

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			framework is used.	themes of the course relevant to the argument	broad discussions outlined in the course.
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Appendix D

Multicultural Newsworthy Items and Critiques

Possible points: 10 points per current event submission for a total of 40 points.

Formatting: All references will need to be in Standard APA format. A link is provided below to online help for APA formatting.

<https://owl.english.purdue.edu/owl/resource/560/01/>

Item	Poor	Proficient	Excellent	Total
Discussion of article	Student did not complete the assignment or used inappropriate or unclear sources for current event selection. The source was undefined or un identified. 0-0.5 points	Student selected an appropriate source for current event article (scholarly or periodical). The paper also reflected an analysis of the material presented in the article. 0.5-1.5 points possible	Student selected an article from a scholarly source to complete assignment. The paper also reflected a meaningful analysis of the material presented in the article. his paper explicitly lists the 6 W's of journalism: Who, What, When, Where, Why, and How as described in the article. 1.5-2 points possible	
Discussion of explicit multicultural concept	Student did not complete the assignment or did not include an explicit multicultural concept. The concept may have been vague or poorly defined. 0-1.5 points possible	This paper analyzed the material covered in the article and included at least two (2) explicit defined multicultural concepts. 1.5-2.5 points possible	The paper synthesized and compared the material covered with three (3) or more specific multicultural concepts as discussed in the book or in a cited source. The multicultural concepts was defined well and an explicit connection between the	

			<p>concepts described and the article is made. 2.5-4 points possible</p>	
Organization	<p>Paper lacked flow or logical organization. 0-0.5 point possible</p>	<p>Paper displayed appropriate organization and flow. Sentences and paragraphs exhibited appropriate length. 0.5-1.0 points possible</p>	<p>Paper displayed strong organization and flow. Sentences and paragraphs were appropriate length. Each paragraph transitioned to the next seamlessly. 1.0-1.5 points possible</p>	
Punctuation and Grammar	<p>Paper did not have appropriate punctuation. Paper did not have appropriate grammar and had consistent grammatical errors. 0-0.5 point possible</p>	<p>Paper use appropriate punctuation. Most sentences were appropriate length and there was a clear understanding of the use of punctuation marks. Paper displayed appropriate grammar. Sentences, paper structure, and word choice were appropriate. 0.5-1.0 points possible</p>	<p>Paper displayed strong command of the use of punctuation. There were few, if any run-on sentences. Paper made consistent and appropriate use of punctuation marks. Paper displayed strong command of grammatical rules. The structure, word choice, and sentences used in the paper showed thoughtful preparation and execution of grammatical rules. 1.0-1.5 points possible</p>	
Formatting and citations	<p>Paper was inappropriately formatted. Paper was too long or short. 0-.25 points</p>	<p>Paper was appropriately formatted and was the appropriate length. The paper had appropriate citations (both in-text and in the references page). The paper included an appropriate cover page, references section, and header.</p>		

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	possible	0.25-1.0 points possible	
Total			

Appendix A: Autobiography book list

- Angelou, M. (1969). *I know why the caged bird sings*. New York: Bantam Books.
- Angelou, M. (1981). *The heart of a woman*. New York: Bantam Books.
- Asche, A. & Ranpersad, A. (1993). *Days of grace: A memoir*. New York: Ballantine.
- Campbell, B. M. (1989). *Sweet summer: Growing up with and without my dad*. New York: Putnam.
- Cary, L. (1991). *Black ici*. New York: Knopf.
- Chestnut, J. L. (1990). *Black in Selma: The uncommon life of J. L. Chestnut Jr.* New York: Putnam.
- Crow Dog, M. & Erdoes, R. (1990). *Lakota woman*. New York: Grove Weldenfeld.
- Denman, R. M. (1990). *Let my people in: A lesbian minister tells of her struggles to live openly and maintain her ministry*. New York: Morrow.
- Hayslip, L., & Wurtz, J. (1989). *When heaven and earth changed places: A Vietnamese woman's journey from war to peace*. New York: Doubleday.
- Kingston, M. H. (1977). *The woman warrior: Memoirs of a girlhood among ghosts*. New York: Knopf.
- Kopay, D., & Young, P. D. (1977). *The David Kopay story: An extraordinary self-revelation*. New York: Arbor House.
- Mankiller, W., & Wallis, M. (1993). *Mankiller: A chief and her people*, (Chapter 3-end). New York: St. Martin's Press.
- Momaday, N. S. (1976). *The names: A memoir*. New York: Harper & Row.
- Monette, P. (1992). *Becoming a man: Half a life story*. San Francisco: Harper Collins.
- Njeri, I. (1991). *Every good-bye ain't gone*. New York: Random House.
- Rehman, S. (2018) *Threading my prayer rug: One woman's journey from Pakistani Muslim to American*

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Muslim. Arcade Publishing.

Siko, L. (1981). *Storyteller*. New York: Seaver Books.

Sone, M. (1953). *Niseir daughter*. Boston: Little Brown.

Swann, B. & Krupat, A. (Eds.) (1987). *I tell you now: Autobiographical essays by Native American writers*. Lincoln: University of Nebraska Press.

APPENDIX B: MULTICULTURAL READING LISTS: BOOK REVIEW

Supplementary Book List

Asian/ Asian American Perspectives

Chu, L. Eat A Bowl of Tea
Endo, S. Silence
Kikumura, A. Through Harsh Winters
Kim, R.A. Lost Names
Kingston, M.H. The Woman Warrior
Lee, J.F.J. Asian American Experience in the United States
Okada, J. No-No Boy
Lin, Y.T. Moment in Peking
Ronyoung, K. Clay Walls
Steward, M. Ambitious Violence
Takaki, R. Strangers from a Different Shore
Tan, A. The Joy Luck Club, The Kithchen God's Wife, or The Seven Secret Senses
Wachtel, P.S. & McNeeley, J. Soul of the Tiger

African American Perspectives

Angelou, M. I Know Why the Caged Bird Sings
Angelou, M. The Heart of a Woman
Chestnut, J. L. Black in Selman: The Uncommon Life of J. L. Chestnut Jr.
Delpit, Other People's Children
Dyson, M.E. Race Rules
Gaines, E. A Lesson Before Dying
Harris, E.L. This Too Shall Pass, Just As I Am, or Invisible Life
hooks, b. A Killing Rage, Black Looks: Race and Representation
Hurstun, Z.N. Their Eyes Were Watching God
King, M.L. Where Do We Go From Here? Chaos or Community
Haley, A. The Autobiography of Malcolm X
Morrison, T. The Bluest Eye
Giovanni, N. Racism 101
Walker, A. Possessing the Secret of Joy
McMillan, T. Mama
West, C. Race Matters
Woodson, C.G. The Mis-education of the Negro

Hispanic Perspectives

Baker, H.A. Three American Literatures
Moraga, C. & Anzaldua, G. This Bridge Called My Back: Writings By Radical Women of Color
Steinbeck, J. Tortilla Flat

Esquivel, L. Like Water for Chocolate

Native American Indian Perspectives

Arden, H. Wisdom Keepers
Brown, D. Buried My Heart at Wounded Knee
Clements, S. In the Moon When the Deer Lose Their Horns
Crow Dog, M. & Erdoes, R. Lakota Woman
Edmonds, M. Voices of the Wind
Kroeber, T. Ishi in Two Worlds
Kupferer, H. Ancient Drums, Other Moccasins
Lerner, A. Dancing of the Rim of the World
Moon, W.L.H. Blue Highways: Journey into America
Neihardt, J.G. Black Elk Speaks
Seals, D. Sweet Medicine
Storm, H. Seven Arrows
Swann, B. Smoothing the Ground
Herbert, Soul Catcher
Carter, F. The Education of Little Tree

Latin American Perspectives

Alvarez, J. How the Garcia Girls Lost Their Accents
Cisneros, S. My Wicked Wicked Ways of House on Mango Street
Llosa, M.V. Aunt Julia and the Script Writer
Munoz, C. Youth, Identity, Power
Romo, R. History of a Barrio: East Los Angeles
Thomas, P. Down These Mean Streets
Yarmas, M. The Hispanic World of John Steinbeck

Feminist and Other

Alexander, M. (1993). *Fault lines*
Dewes, (1995). *This fine place so far from home.*
Erdrich, L. (1994) (Ed). *Skin deep: Women writing on race and color in America.*
Karmel, I. (1969). *An estate of memory.*
Moraga, C., & Anzaldua, G. (1981) (Eds.). *This bridge called my back.*
Sexton, M., & Howe, F. *With wings: An anthology of literature by and about women with disabilities.*

Syllabus Receipt Confirmation and Compliance Statement

I, _____ (full name) have received, read, and agreed to comply with the attached syllabus. I agree to be held to all policies, procedures, and standards listed above. I also understand that the instructor has the discretion to change the syllabus with prior notice.

(Written Full name)	(Course #)
(Signature)	(Date)