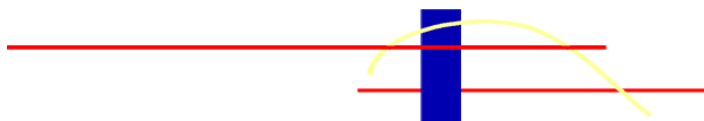


## Introduction Writing Assignment Completion Instructions



Important Items:

- **This assignment is worth 60 points**
  - Part I: General Information - worth 1 point
  - Part II: Self-Identities - worth 20 points
  - Part III: Perspectives on Diversity & Inclusion - worth 19 points
  - Part IV: Meritocracy, Melting Pot and Colorblind Ideal – worth 20 points
- **Assignment grading is completed using grading criteria.** It is the best interest of students to also review grading criteria for the assignment. Look for GRADING RUBRICS for this (and every) assignment.
- **Form Formatting is Used**

Writing Assignment template has been created in form format.

Students should look for gray areas on the form. These are areas that either must be completed or are opportunities for students to add additional information that further explains their experience or position.

There is no spell check option when typing into the form. Make sure content is spelled correctly. It is recommended that students create content for Part III and IV in a document and copy/paste material into the appropriate form area.

- **This assignment will be shared with and read by your learning community members. Students need to upload the assignment in two locations.**

Once the assignment is completed:

  - 1) students are to submit their work for grading through clicking on the Submit tab on the Introduction Writing Assignment page.
  - 2) upload their work into their learning community's file folder by clicking on the people tab. Your learning community members need to download your work so that they can review what you've written. Instruction on how to upload work into your learning community's folder are linked to the Introduction Writing Assignment page.

### Instructions

#### Part I

Part 1 contains 6 questions and focuses on sharing basic information with your learning community members.

Questions include name, major, place of employment, and prior experience dialoging with peers in an online course.

Answer all questions briefly.

- Yes/no questions answered by placing an "X" in the most appropriate answer.
- Comment areas require text.

## **Part II - Self-Identities**

Be reflective. All areas that request a comment within this chart are optional.

Students are asked to:

### **1. Identify each of their dimensions of diversity.**

There are 13 different dimensions listed which students are required to consider.

Students are required to address all 13 dimensions.

Any comment area that is contained in this first identification area of the table is for optional use. Students sometimes desire to offer a BRIEF explanation.

For example: Students are asked if their first language is English or another language. They are also asked whether they are fluent in multiple languages. A comment area is made available under those questions as students who speak a language other than English often like to identify the languages that they speak.

### **2. Decide whether each of the dimensions impacts their perspective or behavior at work**

Students are given 3 choices – yes no don't know

Take time to consider how each of the dimensions impacts you at work in relation to other coworkers, customers, one's supervisor or the policies and culture of the organization.

Students can become oriented to this exercise by reflecting on the impact each dimension of diversity has had on their perspective or way of behaving in current and past jobs, or their vision of themselves in the workplace.

### **3. Identify level of importance for each dimension.**

Students are given 3 choices: very important, somewhat important, and not important. One of these choices must be selected.

Reflect on who you are and the identities and personal/cultural background of what makes you – YOU.

### **4. Reflect on your completed chart in relation to the excerpt The Complexity of Identity: "Who Am I?"**

After completing the dimension of diversity chart, read The Complexity of Identity: "Who Am I?" This excerpt is a week 2 required reading. It can be located on the week 2 page

under the Student D & I Leadership Journey topic area. The excerpt can be read earlier, if choosing to complete the chart week 1.

After reading the excerpt, reflect the message communicated in the reading.

- Discuss key concepts communicated in the reading in relation to how you completed your self-identity chart.
- Identify if you made any changes to your chart as a result of reading the excerpt.
- Offer your reflection on the reading in the space provided under the chart.

### **Part III - Perspectives on Diversity & Inclusion**

Week 1 students were offered an overview of workforce diversity and workplace inclusion. A special topic area, titled Perspectives on Diversity & Inclusion provides students with differing perspectives associated with these two new terms.

Three perspectives are titled:

- Global Future Perspective
- Generational Perspectives
- The Business Perspective: The Case and the Cautions

Students are to choose one of these three perspectives to discuss.

Answer the following questions:

**1. What are the main concepts associated with the perspective?**

Read the resources associated with the perspective you chose. Determine the major concepts, issues, themes.

Offer a brief presentation in your own words

**Do not use quotes to describe a major concept, issue or theme.** You are being graded on what YOU understand from the material. Use quotes only in support of a concept, issue, or theme that you have already described.

**2. How is the topic associated with workforce diversity and/or workplace inclusion?**

Reflect on what you now know about "workforce diversity" and "workplace inclusion." Communicate your thoughts on the connection between the perspective you chose and important components of "workforce diversity" and/or "workplace inclusion?"

**3. What's your opinion regarding the topic?**

Think critically about the perspective and the answers you offered in 1 & 2.

Offer your opinion on the perspective you chose.

Where do YOU stand?

## Part IV - Meritocracy, Melting Pot, Colorblind Ideal

Week 3 students are offered an overview of three “American Myths” in the topic area titled: Meritocracy, Melting Pot (Assimilation), Colorblind Ideal. To complete this portion of the assignment students must read the required material on the myths. Students may want to review the recommended resources along with the required resources that focus on these three myths.

This area of the writing assignment requires students to understand and be able to explain one of the three social constructs and offer their honest opinion regarding what they believe about ALL of the constructs.

1. **Check the appropriate box associated with each of the three social constructs** (meritocracy, melting pot and colorblind ideal )

Choices:

**yes**, I believed in this myth in the past, and I still do, even after reading the material

**yes**, I believed in this myth in the past, but understand now why it is actually a myth

**I “sort of” believed** in the myth in the past, I’m not sure what I believe now

**I “sort of” believed** in the myth in the past, but understand now why it is actually a myth

**no**, I never believed in this myth

For example, a student might choose

- “no, I never believed this myth” regarding **meritocracy**
- “yes, I believed this myth in the past, but understand now why it is actually a myth” regarding **colorblind ideal**” And
- “I sort of believed in the myth in the past, I’m not sure what I believe now” regarding the **melting pot** myth.

2. **Choose one of the social constructs: meritocracy, melting pot or colorblind ideal. Reflect on required or recommended course material. Make at a well-conceived and communicated comment that addresses your reaction to the social construct.**

Make a specific reference to required or recommended course material to earn a higher number of points.

Within this comment exhibit:

- your understanding of the social construct.

- critical thinking about the selected social construct.

The grading rubric for this assignment is available through a link on the **Introduction Writing Assignment** page (Writing Assignments Module) AND the **Grading** page (Course Essentials module.)