Appendix B: Discussions

This appendix includes a discussion for each chapter. A discussion rubric and online netiquette guidelines are included at the beginning of this appendix.

Discussion Board Rubric

	Proficient	Developing	Absent
Submitted Initial Post	Complete Initial post addressed all questions in the prompt and was submitted by the Wednesday due date.	Complete – Late Initial post addressed all questions in the prompt, but was submitted after the Wednesday due date.	Incomplete An initial post was not submitted.
Responded to two peers' posts	Complete Responded to two peers' initial posts following Netiquette Guidelines by Sunday due date.	Partially Complete / Complete – Late Responded to one peer's initial post following Netiquette Guidelines by Sunday, OR responded to two peers after Sunday due date.	Incomplete Reply posts were not submitted.

Netiquette Guidelines for Online Discussions

Ground Rules for Online Discussions

Most of human communication is through nonverbal cues, such as our facial expressions, posture, mannerisms, etc. When a person's speech is incongruent with their body language it is often off-putting. For example, when someone agrees to help you and then rolls their eyes at you, you are able to tell that they are actually irritated, upset, annoyed, or don't really mean what they are saying.

Within the online environment there is an absence of visual and auditory cues provided by our body language, making it harder to determine the full meaning and intent of communication. in face-to-face discussions these clues contribute a lot of nonverbal nuances and the overall meaning of the message. However, in an online classroom it is impossible to fully replicate these nonverbal cues.

To avoid and reduce misinterpretation of communication, Peter Roper provides ten ground rules for guiding successful online interactions.

1. **Participate -** This is a shared learning environment. Please do not lurk in the cyberspace background. For the maximum benefit of all, please contribute to discussions and group activities.
2. **Be Thorough -** Read everything in the discussion or group activity. This will help you avoid repeating something someone else has already contributed. Acknowledge the points others have made with which you agree and suggest alternatives for those with which you don't.
3. **Practice Brevity -** You want your message to be clear. Being concise and on point will prevent others from not understanding the argument you are making or opinion you are sharing.
4. **Use Formal Writing -** Grammatical writing and sentence structure will help make your thoughts clearer to readers. This is also a form of academic writing and should use the same conventions as you would in crafting an essay or research paper.
5. **Cite Your Sources -** If you are mentioning the intellectual property of another person written, artistic, etc. it is unethical to not give proper credit or attribution to that person or persons of whose work you are using. Please give proper attribution to others' work.
6. **Emoticons, Emojis, and Texting -** Social media and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from using emoji, emoticons, and texting abbreviations
7. **Respect Diversity -** Don't use language that is or could be interpreted as offensive towards others, such as racially-, sexually-, gender-, age-, ability-, religion-based slurs or language, comments, or jokes that may be derogatory or defamatory.
8. **DON' T YELL!** Please refrain from using all caps to emphasize your point as it is use to denote yelling and is not considered appropriate in our cultural and social conventions of communication.

9. **No Flaming -** If you do not agree with another classmate's perspective or opinion, you are welcome to offer a critique, but not a criticism. A critique offers a critical examination, acknowledging the positives and negatives, strengths and weaknesses of an argument, giving supporting evidence or logical reasoning for the critique. Whereas a criticism is an expression of disapproval, negative judgment, or faultfinding with no careful consideration of the argument. Ranting and profanity are not tolerated or appropriate in an academic context.

10. **You Can't Unring the Bell-** Language is your only tool in an online environment. No one can read your body language or nonverbal cues or tone in your writing and may interpret what you write differently than you intended to convey. Please make sure you review your contributions and ensure that they convey the information you intend. You should also proofread and revise your submissions.

R.I.S.E. Model of Peer Feedback

In our group activities that involve discussions, you will need to submit your initial post and then respond thoughtfully to two of your classmates' posts. Your responses should be substantive in nature to allow for the opportunity for back and forth discussion, rather than a short statement such as "I like your post" as this does not provide an opportunity for the person to hold a conversation with you. To ensure that you engage in thoughtful and substantive discussions, please follow the R.I.S.E. Model of Peer Feedback detailed below.

R.I.S.E. stands for Reflect, Inquire, Suggest, and Elevate, each is a style of feedback that you can choose to craft your responses to your classmates.

Reflect Response

- The purpose of a reflect response is to recall, ponder, and articulate. If you agree or disagree with what the poster has said this is a good response option to use. You will want to state your agreement/disagreement and why, then provide some supporting evidence or examples.

- **Reflect Example:** I really enjoyed your post about Ironman. I agree with your statement that Ironman is better than Captain America because he has all the coolest technology gadgets. He also has the advantage of being a genius. I think him losing in the Civil War comics was because the writers were partial to Captain America.

Inquire Response

- The purpose of an inquire response is to seek information and provide ideas through questioning. If you are unsure of what the poster means or wanting more detail, this is a good response option to use. You will want to state your question and why you have that question.

- **Example:** I am not a fan of comic books, but I like your post about Ironman. You listed several positives about him. I am not familiar with much superhero lore. It seems like, from a storytelling perspective, that he should have some weaknesses.

Like how Superman has kryptonite. What weaknesses or flaws do you think Ironman has?

Suggest Response

- The purpose of a suggest response is to introduce ideas for improvement of the current opinion or argument. If after reading a post, you have an additional idea or perspective that could strengthen the poster's opinion or argument, this is a good response option to use.

- **Example:** You stated that Ironman is better than Captain America, listing several positives about Ironman, but you did not list any positives about Captain America. If you also included positives about Captain America and did a comparison, showing why Ironman's positives are more useful or advantageous in fighting antagonists than Captain America's, your argument would be more objective and make it stronger. Additionally, you could include negative attributes or weaknesses for each.

Elevate Response

- The purpose of an elevate response is to advance the poster's ideas further by providing additional references or support from peer-reviewed or other credible sources. This is a good response option to use when someone mentions a topic you are knowledgeable about and can provide resources from verified sources as evidence to support the argument the poster is making. You will want to make sure you also include a link to the resource or a citation if a link is not available.

- **Example:** In your argument that Ironman is better than Captain America you list your personal reasons why he is a better superhero. However, your argument would be strengthened by citing other sources that support what you are saying. Have you seen this article "[Captain America vs Iron Man: Who Would Win?](#)" from Fiction Horizon. It discusses the strengths and weaknesses of Iron Man and Captain America and who would win in a fight between the two of them.

Discussion 1: "Who Am I?" Identity Exploration

Purpose

The purpose of this discussion is to help you understand various aspects of your identity. For this activity you will work independently, and then share your work with the class.

Learning Objectives

Apply personal, social, and cultural identities to personal experiences.

Time

The time estimated to complete this activity is 45-90 minutes.

Instructions

You will be engaging in an artistic/creative exercise to explore your identity. Think about the question "Who am I?" How would you answer this question? What makes you, you? Use a sheet of paper, a digital art program, or other online tools to draw, collage, or put together a creative work that represents who you are.

After you have finished your creative work, please create a 2-5 minute video to introduce yourself and share your creative work with the class to tell us who you are. Upload your video to the class introduction discussion board. Please see the class resources page in the course Learning Management System (LMS) to review instructions on how to create a video and upload it to our course site.

Please upload your introduction video by the third day of the class. Then watch introduction videos of two of your peers and reply to their posts with a comment and/or question you have for them by Sunday.

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Discussion 2: Diversity Experiences in the Workplace

Purpose
The purpose of this discussion is to help you understand your experiences with diversity in the workplace. For this activity, you will engage in a small group discussion.

Learning Objectives
LO4. Discuss the benefits and challenges of a diverse workforce.

Time
The time estimated to complete this assignment is 45-60 minutes.

Instructions

For this group activity, you will engage your peers in a small group discussion. Your initial post on the discussion board should be between 100-200 words in length. Please follow formal writing conventions using complete sentences and checking spelling, grammar, and punctuation. Please submit your initial post by Wednesday.

- Select one of the benefits and one of the challenges of diversity in the workplace listed in the reading. Do you agree or disagree with these? Provide and example that helps support your position.

After you have addressed these questions in your initial post, please read some of your other classmates' posts and reply to two different peers using the RISE model of peer feedback found in the Netiquette Guidelines page. Your replies should be thoughtful and substantive and between 50-150 words. Please prioritize responding to classmates that have not received any responses yet. Please submit your response posts by Sunday.

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Discussion 3: Growing Your Mindset

Purpose

The purpose of this activity is to help you understand how to develop a growth mindset. For this activity, you will engage in a small group discussion.

Learning Objectives

LO4. Compare and Contrast fixed and growth Mindsets.

Time

The time estimated to complete this activity is 45-60 minutes.

Instructions

For this group activity, you will engage your peers in a small group discussion. Your initial post on the discussion board should be between 100-200 words in length. Please follow formal writing conventions using complete sentences and checking spelling, grammar, and punctuation. Please submit your initial post by Wednesday.

Please take these two short quizzes on mindset. The second quiz will ask for your email and email your results to you.
- [Interactive Quiz: Fixed vs Growth Mindsets](#)
- [What's my Mindset?](#)

After you have completed the quizzes above address the following questions:

- Reflect on your results from the quizzes. Do you agree or disagree with your results?
- Based on what you have learned about mindset, what advice would you give someone to help them develop a growth mindset?
- Give an example of a growth mindset statement.

After you have addressed these questions in your initial post, please read some of your other classmates' posts and reply to two different peers using the RISE model of peer feedback found in the Netiquette Guidelines page. Your replies should be thoughtful and substantive, between 50-150 words, and follow formal writing conventions. Prioritize responding to classmates that have not received any responses yet. Please submit your response posts by Sunday.

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Discussion 4: Culture and Personality in the Workplace

Purpose
The purpose of this activity is to help you understand your personality traits, values, and overall attitude. For this activity, you will engage in a small group discussion.

Learning Objectives
LO3. Compare and contrast how various cultural factors of personality impact the workplace.

Time
The time estimated to complete this activity is 45-60 minutes.

Instructions
For this group activity, you will engage your peers in a small group discussion. Your initial post on the discussion board should be between 100-200 words in length. Please follow formal writing conventions using complete sentences and checking spelling, grammar, and punctuation. Please submit your initial post by Wednesday.

- To what extent are religion, race/ethnicity, gender, and age important factors in workplace interactions? Give an example.

- What personality traits do you think are more advantageous than others for workplace success in the United States? Why?

- Do you think this personality traits are equally advantageous in workplaces found in other countries, such as Japan, Mexico, or Greece? Why or why not?

After you have addressed these questions in your initial post, please read some of your other classmates' posts and reply to two different peers using the RISE model of peer feedback found in the Netiquette Guidelines page. Your replies should be thoughtful and substantive, between 50-150 words, and follow formal writing conventions. Prioritize responding to classmates that have not received any responses yet. Please submit your response posts by Sunday.

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Discussion 5: Cultural Differences in Emotions

Purpose
The purpose of this activity is to help you understand different emotional expressions based on culture. For this activity, you will engage in a small group discussion.

Learning Objectives
LO5. Compare and contrast cultural similarities and differences in emotion.

Time
The time estimated to complete this activity is 45-60 minutes.

Instructions
For this group activity, you will engage your peers in a small group discussion. Your initial post on the discussion board should be between 100-200 words in length. Please follow formal writing conventions using complete sentences and checking spelling, grammar, and punctuation. Please submit your initial post by Wednesday.

- Discuss a time when someone had an emotional response that was unexpected, surprising, or different from how you emotionally responded to the same experience.

- What role do you think culture played in their emotional response and your emotional response?

After you have addressed these questions in your initial post, please read some of your other classmates' posts and reply to two different peers using the RISE model of peer feedback found in the Netiquette Guidelines page. Your replies should be thoughtful and substantive, between 50-150 words. Please prioritize responding to classmates that have not received any responses yet. Please submit your response posts by Sunday.

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Discussion 6: Perception Checking

Purpose
The purpose of this discussion is to help you practice perception checking. For this activity, you will engage in a small group discussion.

Learning Objectives
LO5. Apply perception checking to personal and work experiences.

Time
The time estimated to complete this activity is 45-60 minutes.

Instructions
For this group activity, you will engage your peers in a small group discussion. Your initial post on the discussion board should be between 100-200 words in length. Please follow formal writing conventions using complete sentences and checking spelling, grammar, and punctuation. Please submit your initial post by Wednesday.

Read through the following example:

> You have been working at Awesome Graphic Designs. For the past several months you have been eating lunch with one of your coworkers. However, you have noticed in the past couple of weeks, your coworker has chosen to eat at their desk rather than go to lunch with you.

Then address the following perception checking steps in your initial post:
- Describe the behavior you observed.
- Provide at least two possible interpretations of the behavior.
- Ask for clarification.

After you have addressed these questions in your initial post, please read some of your other classmates' posts and reply to two different peers using the RISE model of peer feedback found in the Netiquette Guidelines page. Your replies should be thoughtful and substantive and between 50-150 words. Please prioritize responding to classmates that have not received any responses yet. Please submit your response posts by Sunday.

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Discussion 7: Cultural Intelligence

Purpose
The purpose of this activity is to help you practice cultural intelligence. For this activity, you will engage in a small group discussion.

Learning Objectives
LO2. Discuss several different ways to create better intercultural interactions in personal and workplace settings.

Time
The time estimated to complete this activity is 45-60 minutes.

Instructions
For this group activity, you will engage your peers in a small group discussion. Your initial post on the discussion board should be between 100-200 words in length. Please follow formal writing conventions using complete sentences and checking spelling, grammar, and punctuation. Please submit your initial post by Wednesday.

For this group discussion please read the below scenario:

> Roy and Jalissa originally met in graduate school. On the first day that Jalissa walked into grad school, she was glad to see someone else near her age, which was older than the average student in the class. Even though Roy was White and Jalissa was African American, the two immediately felt drawn to each other. Before they knew it, Jalissa and Roy were inseparable. Jalissa's husband started to get jealous of Roy until he met Roy and realized that Roy was gay.

> Over the years, the two graduated and went to different jobs that were close to each other. Roy and Jalissa still would get together regularly and go shopping, go to the movies, have dinner, etc. The two of them considered themselves as highly culturally intelligent people. Jalissa was a Dean of Diversity at a liberal arts college, and Roy taught cultural studies at a large research university. The two often had pet names for each other that people outside of their relationship could view as racist or homophobic, but they knew the spirit behind their pet names was meant in jest and not ignorance, ethnocentrism, or fear.

> One day Roy and Jalissa were hanging how in a store when Roy found an African Mask. Roy grabbed the mask, walked up behind Jalissa, and shouted, "Abugga bugga!" Jalissa turned around and laughingly slapped Roy on the arm responding, "You White racist cracker!" Jalissa looked at an older White

woman standing in the row completely startled, and she just busted out laughing and Roy joined right in.

Then answer the questions below in your initial post:
- In this case, was Roy culturally intelligent? Why or why not?
- In this case, was Jalissa culturally intelligent? Why or why not?
- Was this interpersonal interaction appropriate? Why or why not?

After you have addressed these questions in your initial post, please read some of your other classmates' posts and reply to two different peers using the RISE model of peer feedback found in the Netiquette Guidelines page. Your replies should be thoughtful and substantive, and between 50-150 words. Please prioritize responding to classmates that have not received any responses yet. Please submit your response posts by Sunday.

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Discussion 8: Coping Styles

Purpose
The purpose of this activity is to help you understand various coping styles. For this activity, you will engage in a small group discussion.

Learning Objectives
LO3. Compare and contrast the different types of coping styles.

Time
The time estimated to complete this activity is 45-60 minutes.

Instructions
For this group activity, you will engage your peers in a small group discussion. Your initial post on the discussion board should be between 100-200 words in length. Please follow formal writing conventions using complete sentences and checking spelling, grammar, and punctuation. Please submit your initial post by Wednesday.

- Give an example of a stressful life event. You can use a personal example or one you have seen in a movie or tv show.

- What coping styles were used to cope with this stressful event?

- What coping styles do you think would lead to successfully managing the stress from this experience?

- What role do you think culture plays in how people cope with stress?

After you have addressed these questions in your initial post, please read some of your other classmates' posts and reply to two different peers using the RISE model of peer feedback found in the Netiquette Guidelines page. Your replies should be thoughtful and substantive, and between 50-150 words. Please prioritize responding to classmates that have not received any responses yet. Please submit your response posts by Sunday.

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Discussion 9: Team Formation and Diversity

Purpose
The purpose of this activity is to help you understand how teams come together. For this activity, you will engage in a small group discussion.

Learning Objectives
LO2. Discuss team development and diversity in the workplace.

Time
The time estimated to complete this activity is 45-60 minutes.

Instructions
For this group activity, you will engage your peers in a small group discussion. Your initial post on the discussion board should be between 100-200 words in length. Please follow formal writing conventions using complete sentences and checking spelling, grammar, and punctuation. Please submit your initial post by Wednesday.

- Describe an example of a workplace team or group. You can use a personal example or one you have seen in a movie or tv show.

- What stage of team formation was this group in? Give an example.

- In what ways would diverse team members help this group?

- In what ways would diverse team members hinder this group?

After you have addressed these questions in your initial post, please read some of your other classmates' posts and reply to two different peers using the RISE model of peer feedback found in the Netiquette Guidelines page. Your replies should be thoughtful and substantive, and between 50-150 words. Please prioritize responding to classmates that have not received any responses yet. Please submit your response posts by Sunday.

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Discussion 10: Ethics in the Workplace

Purpose
The purpose of this activity is to help you apply ethical standards to workplace experiences. For this activity, you will engage in a small group discussion.

Learning Objectives
LO2. Discuss ethical considerations in the workplace.

Time
The time estimated to complete this activity is 45-60 minutes.

Instructions
For this group activity, you will engage your peers in a small group discussion. Your initial post on the discussion board should be between 100-200 words in length. Please follow formal writing conventions using complete sentences and checking spelling, grammar, and punctuation. Please submit your initial post by Wednesday.

- Describe an example of an unethical situation that occurred in your workplace or that you have seen in a movie or tv show.

- How would you suggest this unethical situation be handled?

- Were there any aspects of diversity and/or culture that would impact this situation? Why or why not?

After you have addressed these questions in your initial post, please read some of your other classmates' posts and reply to two different peers using the RISE model of peer feedback found in the Netiquette Guidelines page. Your replies should be thoughtful and substantive, between 50-150 words. Please prioritize responding to classmates that have not received any responses yet. Please submit your response posts by Sunday.

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