



Course Syllabus: Human Diversity  
Gordon T. & Ellen West College of Education  
COUN 2143 Section X27  
Spring 2025

Contact Information

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Class Meeting Information

This course is delivered via distance learning and will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online management system (D2L) will be made available to each student.

As this is an online course, no attendance is required. However, regular and timely participation in discussions and on-time submission of other assignments is required. Each course module is 1 week long. See the course schedule for all due dates.

If you would like to receive notifications via a regularly checked email or via text message, you can set it up in D2L. Once you are logged in, go to the drop down by your name in the gold navigation bar. Click "notifications", then you can register an email or mobile number and customize which notifications you would like to receive.

Instructor Response Policy

During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday, 8 AM. Emails received on holidays typically will receive a response no later than 8 AM on the second business day after the holiday.

Textbook & Instructional Materials

Bucher, R. D. (2015). *Diversity Consciousness* (4th Ed.). New York: Pearson.

Students must have access to a personal computer with Microsoft Office Software, high speed Internet, and D2L, the MSU Online Learning System.

This course also uses digital course materials designed using Open Educational Resources (OER), high-quality, openly licensed educational materials, along with the traditional textbook. You can access supplemental readings, videos, quizzes and other activities through our course site on D2L.

#### Course Description and Overview

A study of individual, family, and cultural community diversity.

#### Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the TExES Examination Framework/Standards. This course provides teacher candidates with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

1. Explain concepts such as diversity, stereotype, lifestyles, class, racism, sexism, sensitivity, tolerance, etc.
2. Critically examine minority group contributions to American society.
3. Demonstrate an awareness of the cultural experience of ethnic/diverse groups other than his/her own
4. Understand what is involved in developing wholesome self-identities
5. Evidence awareness and justification of the need and value of multiculturalism
6. Distinguish similarities and differences among majority and minority cultures
7. Recognize communication patterns in self and others that enhances or inhibits the communication process
8. Synthesize the communication patterns of diverse populations and how they relate to interpersonal relations
9. Summarize scholarly resources related to diversity

#### Core Skills in Accordance with TEXES Competencies

1. To learn to respond appropriately to diverse needs  
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
2. To learn to apply concern for diversity in professional and social environments  
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
3. To communicate and work effectively with diverse groups

- Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
4. To develop a vision of society that promotes the success of all members, based on relevant knowledge and theories  
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning, debate
  5. To demonstrate the ability to combine impartiality, sensitivity to diversity, and ethical consideration in interactions with others  
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
  6. To develop multicultural awareness, gender sensitivity, and ethnic appreciation in the community  
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
  7. To develop responsiveness to diverse sociological, linguistic, cultural, and other factors  
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
  8. To serve as an advocate  
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning, debate
  9. To demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects  
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning, debate

See Appendix A for a complete list of standards/competencies and further alignment.

## Student Handbook

Refer to: [Student Handbook](#)

### Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

As an extension of the MSU Academic Dishonesty Policy and in order to fairly evaluate all students' work, all work submitted in this course must be generated by the students themselves. Therefore, work submitted that has been generated by another person/entity and the use of Automated Writing Tools, including

chatGPT and other comparable artificial intelligence (AI) tools, is considered plagiarism, unless properly cited, and in violation of MSU policy.

### Grading/Assessment

Students are expected to submit classroom assignments before or by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

This course is organized into 8 modules, one module per week. Each module has a folder in D2L and you can access all materials from this folder and an overview of tasks for the week. I have organized the folders by content, activities, research, and assignments. Content, Activities, and Research are ungraded things to engage you in the content and guide you on the assignments. Assignments are all graded and have specific due dates that you must adhere to each week. Most modules can be viewed and completed at any time, but all work must be submitted by the appropriate due date.

Routine submission of late assignments is unacceptable and late assignments (not discussed ahead) will have a minimum automatic 25%-point deduction for each day late. Students may be permitted to make-up course work under 2 conditions, 1) notify the instructor prior to the absence to devise a make-up plan, or 2) provide evidence of an excused absence.

Format – For All Papers: 12-point Times New Roman font, one (1) inch margins, and doubled spaced. The heading should have your names, the class and section number, and the right-justified on the page. Papers that do not follow this format will not be accepted or graded. Grammar will be graded as a part of any course work. All work should be in your own words.

Grades for each assignment will be posted in the D2L course grade book. I will give feedback on assignments when appropriate, including, comments through “news items”, comments directly in the discussion board, and comments to the feedback box associated with each assignment submitted to dropbox. Please take the time to read these comments as I am taking the time to make them.

Table 1: Weight allocated to each assignment

Assignments	Weight
Cultural Autobiography	15%
Research Topic Proposal	10%
Argument Analysis	10%
Field Notes	20%
Synthesis Paper	20%
Weekly Module Assignments	25%
Total Weight	100%

Table 2: Range for final grade.

Grade	Range
A	90 to 100
B	80 to 89
C	70 to 79
F	Less than 70

### Core Assessment

Core Assessment will be conducted in a research portfolio that requires students to be engaged in the research process, rather than to simply read about it. The student will have an analytical, hands-on, active-learning grasp of various aspects, related to the research process. Students will also engage undergraduate-level research projects as part of their portfolio. The following are some of the assignments and research projects that will be included in the research portfolio. The research portfolio will be graded using elements of the AACU Ethical Reasoning, Critical Thinking, Intercultural Knowledge and Competence, Written Communication, Civic Engagement, and Oral Communications rubrics.

#### **Creating a Cultural Autobiography**

Explore and interrogate researcher positioning (adapted from materials by Marybeth Peebles, Marietta College): To better understand researcher positioning, you will create a Cultural Autobiography that explores the sociocultural factors that inform your own positioning. See the assignment instructions in D2L for details.

#### **Argument Analysis**

Select 2 articles as resources to compile an APA 7<sup>th</sup> edition formatted paper about your selected topic. See the instructions in D2L for detail.

#### **Field Work**

Collect qualitative data using the template provided. This data will be collected using digital ethnography. See the instructions in D2L for detail.

## **Synthesis Paper**

You are to take the data that you gathered from your field notes, along with your cultural autobiography and academic analysis, and synthesize your findings in a 4-5 page APA style paper. See the instructions in D2L for detail.

## **Weekly Module Assignments**

Throughout this course, you will engage in weekly assignments designed to deepen your understanding of the material and foster critical thinking. These assignments may include readings, discussions, written reflections, or creative projects. Detailed instructions and deadlines will be posted in D2L in weekly modules. These assignments are designed to be completed within a reasonable timeframe and are essential for your active participation and success in this course.

### Extra Credit

Extra Credit may be offered during the semester and posted on D2L.

### Important Dates

Last day for term schedule changes: January 24, 2025. Check date on [Academic Calendar](#).

Deadline to file for graduation: February 17, 2025. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" April 30, 2025 by 4:00 pm. Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

### Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. There is an extensive [D2L Student help site](#) through MSU Distance Education.

### Attendance

This course is delivered via D2L as an asynchronous course. Access to the MSU D2L online management system will be made available to each student.

Asynchronous online instruction occurs anytime during the week. Students watch lectures, read assigned materials, inspect websites, answer and write questions, discuss readings and engage in learning activities in a virtual environment.

Course materials are organized into weekly modules. Modules contain tasks to complete in order to accomplish the objectives and assessment activities. Your success in this course depends on how well you engage in your own learning.

An instructor may drop a student any time during the semester for excessive failure to participate, for consistently failing to meet class assignments, for an

indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

### Computer/D2L Requirements

Taking this course requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

### Instructor Class Policies

#### Citation and Reference Style

Students will follow the APA Style Manual, 7th Edition as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the APA Style Manual, 7th Edition.

#### Three Then Me Rule

Before you email me, make sure to follow the "Three then Me" rule. The "Three then Me" rule says that you search for your answer regarding the course in at least three other places before you email me. For example, if you have a question about an assignment, you could consult your syllabus, the assignment description on D2L, or another student in the class. Remember, check three sources before you email me your question. It is very likely you'll find the answer and not need to email me. If you don't find the answer, and need clarification, feel free to email me.

### Plagiarism Statement

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." [MSU Student Handbook](#)

### Inclement Weather

In the event of university closure because of inclement weather conditions or emergency situations, students should refer to the syllabus, D2L, and their university email for expectations and alternate online assignments for this course. Students who are unable to complete these assignments during a closure (for example, due to a power outage) will not be penalized.

## College and University Policies

### Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

### Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)



### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

### Obligation to Report Sex Discrimination under State and Federal Law

Midwestern 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. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator

Sunwatcher Village Clubhouse

940-397-4213

[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 [here](#).

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit the [MSU Texas Title IX Website](#).

#### Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

#### Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## Course Schedule

Week	Dates	Content and Topics	What you should be working on this week:	Assignments with Due Dates
1	Mar 22 to Mar 30	<p><b>Defining Diversity Beyond the Obvious</b></p> <p>Understanding Intersectionality</p> <p>Diversity: an Overview</p> <p>Diversity Consciousness/Success</p>	<p>Content:</p> <ul style="list-style-type: none"> <li>• Getting to Know the Course- Read the syllabus and watch my video (in Read Me First!)</li> <li>• Video - difference between race, ethnicity, and culture</li> <li>• Video- Prejudice &amp; Discrimination</li> </ul> <p>Activity: Rebus Puzzle &amp; Cultural Encapsulation Activity</p>	<p>Syllabus/Course Navigation Quiz- Due March 26th</p> <p>Introduction- Due March 30<sup>th</sup></p> <p>Week 1 Reflection 1- Due March 30<sup>th</sup></p>
2	Mar 31 to Apr 6	<p><b>Recognizing and Addressing Implicit Bias</b></p> <p><b>Understanding Systems of Privilege</b></p> <p><b>Examining Personal Identities/Personal &amp; Social Barriers to Success</b></p> <p>Cultivating Self-Awareness in Relation to Diversity</p>	<p>Content:</p> <ul style="list-style-type: none"> <li>• Video- Social Inequalities Explained in a \$100 Race - Please Watch to the End. Thanks.</li> <li>• Types of Implicit Bias Handout</li> </ul> <p>Research: Overview (Roadmap) &amp; Cultural Autobiography</p> <p>Activity: Implicit Word Game- Week 2 Discussion Board</p>	<p>Textbook Ch. 1, 2, &amp; 3 Quiz- Due April 2nd</p> <p>Cultural Autobiography- Due April 6<sup>th</sup></p>

## Course Schedule Continued

Week	Dates	Content and Topics	What you should be working on this week:	Assignments with Due Dates
3	Apr 7 to Apr 13	<p><b>Analyzing Power Structures and Hierarchies/ Imbalances in Society</b></p> <p><b>Developing Cultural Sensitivity &amp; Diversity Consciousness</b></p>	<p>Content:</p> <ul style="list-style-type: none"> <li>• Video- Interview with Jane Elliot "Blue Eyes/Brown Eyes" Experiment</li> <li>• 6 Facts about Economic Inequality</li> <li>• Video- Blind spots: Challenge assumptions</li> <li>• Video- Subculture vs. counterculture</li> <li>• Video- How can college students bridge cultural differences on campus?</li> </ul> <p>Research: Research Proposal</p> <p>Activity: Developing Diversity Consciousness</p>	<p>Research Proposal- Due April 13th</p>
4	Apr 14 to Apr 20	<p><b>Embracing Global Diversity and Inclusion &amp; Cultural Nuances Internationally</b></p>	<p>Content:</p> <ul style="list-style-type: none"> <li>• Video- Tedx: Journey of a refugee family from Iraq to Jordan to America</li> <li>• Video- Don't put people in boxes</li> <li>• Video- Albeism, Implicit Bias, and Microagressions</li> </ul> <p>Research: Argument Analysis Outline - Video: Research Defined: What is research? How do you recognize a research article?</p> <p>Activity: Virtual Cultural Tours: Exploring Global Culture and Inclusion Through National Geographic Videos</p>	<p>Week 4 Reflection 2 – Due April 16<sup>th</sup></p> <p>Argument Analysis- Due April 20th</p>

## Course Schedule Continued

Week	Dates	Content and Standards	What you should be working on this week:	Assignments with Due Dates
5	Apr 21 to Apr 27	<p><b>Communicating in a Diverse World / Social Networking</b></p> <p><b>Becoming Effective Allies and Accomplices/ Building Solidarity Across Diverse Communities</b></p>	<p>Content:</p> <ul style="list-style-type: none"> <li>• Newsletter: Exploring Our Network- Forbes</li> <li>• Video: Agents of Socialization</li> </ul> <p>Research: Field Notes</p> <p>Activity: TBD</p>	<p>Textbook Ch. 4, 5 &amp; 6 Quiz- Due April 23rd</p> <p>Hours 1-2 Field Notes and Reflection- Due April 27th</p>
6	Apr 28 to May 4	<p><b>Strategies for Addressing Inequities</b></p> <p>Equity in Education, Healthcare, and Employment</p>	<p>Content: TBD</p> <p>Research: Field Notes and Reflection</p> <p>Activity: TBD</p>	<p>Hours 3-4 Field notes and Reflection</p>

## Course Schedule Continued

Week	Dates	Content and Standards	What you should be working on this week:	Assignments with Due Dates
7	May 5 to May 11	<b>Leadership and Teamwork</b>	<p>Content:</p> <ul style="list-style-type: none"> <li>• Video: The Orpheus Process- Mentioned in Ch. 8 of Textbook</li> <li>• Video: Denzel Washington Motivational Speech</li> <li>• Video: How Does Diversity Affect Teamwork?</li> </ul> <p>Research: Synthesis Paper</p> <p>Activity: Leadership Skills Test</p>	Synthesis Paper/HD Portfolio - TK20- Due May 11th
8	May 12 to May 15  **This is a short week	<b>Reflecting on Personal Growth and Learning/Developing an Action Plan for Continued Engagement</b>  Preparing for the future	<p>Content:</p> <ul style="list-style-type: none"> <li>• Video: How Diversity and Inclusion is Defined Across Generations</li> <li>• Video: Tedx From the Inside Out</li> </ul> <p>Activity: Week 8 Reflection 3</p>	Textbook Ch. 7, 8, & 9 Quiz- Due May 14 <sup>th</sup>  Week 8 Reflection 3- Due May 15th

### References/Scientifically-Based Research/Additional Readings

We constantly use scientific research and position statements (based on research) from the leading national organizations to keep our students up to date on the latest trends in the field. This course specifically uses the following references:

Adams, M., Blumenfeld, W, Catalano, D., Dejong, K., Hackman, H., Hopkins, L., Love, B., Peters, M., Slasko, D. & Zuniga, X. (2018). Readings for Diversity and Social Justice. New York: Routledge.

Bucher, R. D. (2015). Diversity Consciousness (4th Ed.). New York: Pearson.

## Appendix A: Teacher Educator Standards/Competencies

<b>Assignment/Activity</b>	<b>Standard/Competency: Core Content &amp; Core Skills</b>
Cultural Autobiography	Explain concepts such as diversity, stereotype, lifestyles, class, racism, sexism, sensitivity, tolerance, etc. Understand what is involved in developing wholesome self-identities
Research Topic Proposal	To learn to apply concern for diversity in professional and social environments
Argument Analysis Field Notes	Summarize scholarly resources related to diversity Demonstrate an awareness of the cultural experience of ethnic/diverse groups other than his/her own
Synthesis Paper	Evidence awareness and justification of the need and value of multiculturalism Synthesize the communication patterns of diverse populations and how they relate to interpersonal relations To develop a vision of society that promotes the success of all members, based on relevant knowledge and theories (Ch 2)
* Learning Activities: class discussion, lecture (via video), guided reading, guest speakers (via video), case studies, peer practice, experiential learning, debate, and role playing	Recognize communication patterns in self and others that enhances or inhibits the communication process Distinguish similarities and differences among majority and minority cultures Critically examine minority group contributions to American society. To demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects To serve as an advocate To develop multicultural awareness, gender sensitivity, and ethnic appreciation in the community To develop responsiveness to diverse sociological, linguistic, cultural, and other factors To learn to respond appropriately to diverse needs To communicate and work effectively with diverse groups To demonstrate the ability to combine impartiality, sensitivity to diversity, and ethical consideration in interactions with other