



MIDWESTERN STATE UNIVERSITY
A Member of the Texas Tech University System

Course Syllabus: Human Diversity
Gordon T. & Ellen West College of Education
COUN 2143 Section X31
Summer 2024, June 3 – July 5

Contact Information

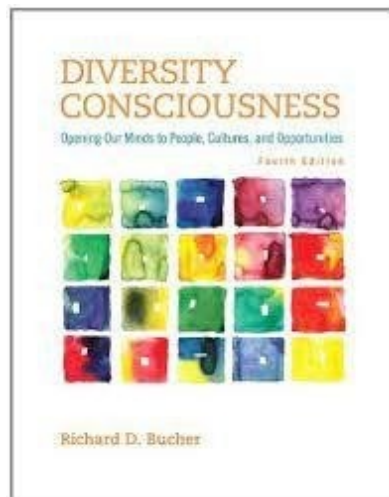
<p>Instructor: Mrs. Angie Bullard Office: Bridwell 210 Office Phone: 940-397-4136 E-mail: angela.bullard@msutexas.edu Virtual office hours via email</p>	<p>Summer Office hours: Online ONLY Virtual Office Hours Tuesday 9:00 am-12:00pm Wednesday 9:00-10:00am Thursday 9:00am-10:00am *Other times available by request</p>
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Instructor Response Policy

The best way to contact me is through email. I will try my best to answer all emails within 24 hours, however you will definitely get a response within 48 hours (2 business days). Any emails or texts received during weekends will receive a response the following Monday.

Textbook & Instructional Materials

Bucher, R. D. (2015). *Diversity Consciousness* (4th Ed.). New York: Pearson. (You can rent or purchase this from the MSU Bookstore.)



Course Description

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

Course Content and Skills

Core Content

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

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

Study Hours and Tutoring Assistance

The TASP offers a schedule of selected subjects tutoring assistance. Please contact the TASP, (940)397-4684, or visit the ASC homepage for more information. [Tutoring & Academics Supports Programs](#)

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 individuals 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](#)

Grading/Assessment

Table 1: Points allocated to each assignment

Assignments	Points
Cultural Autobiography	200
Research Topic Proposal	100
Argument Analysis	200
Field Notes	100
Synthesis Paper	100
Quizzes	120
Weekly Class Participation, Assignments, & Discussion	180
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	900 to 1000
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Assignments

There will be 5 major assignments in this course which are described within the course assignments folder: Cultural Autobiography, Research Topic Proposal, Argument Analysis, Field Notes, and Synthesis Paper. You will also receive a grade for weekly participation in the discussion boards and/or other various activities.

Quizzes

You will have 4 quizzes throughout the semester that combine chapter information. They will be open book. **YOU MUST HAVE THE TEXTBOOK FOR THIS COURSE**. It can be rented or purchased through the MSU Bookstore.

Mid-Term and Final Exam

There is no Mid-Term exam. Your synthesis paper will count as your Final Exam and will be turned in on TK20 as a key assessment. You must complete and submit the synthesis paper to TK20 to pass the class.

Extra Credit

No extra credit assignments will be given or accepted.

Late Work

Work must be turned in when it is due for full credit. Late work will only be accepted if cleared with instructor and due to an emergency.

Important Dates

Last day for term schedule changes: None for summer semester

Deadline to file for graduation: August graduation 6/24/2024

Last Day to drop with a grade of "W:" 6/26/24 by 4 PM

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

Desire-to-Learn (D2L) and Online Computer Requirements

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. ***Please note:*** *This class requires you to have access to a computer (with Internet access) to complete weekly activities, check for class news updates, have access to materials, instructions, resources and to upload your assignments in D2L. It is your responsibility to have (or have access to) a working computer in this class. Assignments are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time for submission. Each time you log into D2L is documented. You should open D2L at least 3 times per week to reference content, materials, and updates. 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 on campus. 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.*

Attendance

Students are expected to log into D2L at least 3 times per week. This demonstrates the student is dependable, reliable, and responsible. Students are also expected to participate in all class activities and discussions each week. If a student fails to log in each week, this is considered evidence of an absence, a lack of dependability, and is taken seriously. It is the student's responsibility to make up for any missed assignments. **Discussion boards (if applicable) cannot be made up.** It is important to meet all deadlines as posted online. This is your course; the primary intention should be to successfully complete this class and acquire proficiency in the topics discussed in the course.

In the event a student is “absent,” for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. If a student is unable to participate, they have the responsibility to contact the instructor to turn in assignments. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in D2L well in advance of the specific date. Late work, unless arrangements are made by the student and approved in advance by the instructor, will not be accepted for full credit. ***Points will be deducted for a lack of weekly participation.***

As per the College policies, an instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments or requirements, for an indifferent attitude, or for disruptive conduct. Instructor will give the student a verbal or written warning prior to being dropped from the class. The instructor-drop take 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 9 weeks of this semester. After this period, 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. This is accurate per Catalog 2023-24 under registrar then course drop information.

Note: Late work will not be accepted for full credit unless arrangements are made by the student and approved in advance by the instructor.

As previously mentioned, 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 individuals to whom credit is given) will not be considered. Turnitin is used for the written assignments (if applicable) and D2L directly syncs with it (the student does not have to do anything). Each student will be able to see the plagiarism percentage and is welcome to make changes and resubmit **BEFORE** the due date.

Any plagiarism of 30% and above is too much! The assignment will be reduced by one letter grade for anything above 30%.

Important Course Information

Online Class: I will use D2L for posting the syllabus, course communication, course schedule, attendance, and gradebook. There will be online office hours announced through D2L. You should regularly check D2L, and the email hosted via D2L for important course information. Participation is monitored. You should log in to D2L at least 3 times per week.

Expectations for written work:

Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).

- Written assignments can be done in one of the following:
 - Microsoft Word and turned in as an attachment in dropbox on D2L
 - Google doc with the share link submitted to D2L (Make sure share settings are set to “anyone with the link can view or edit”)
- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

Inclement Weather

Inclement weather does not usually impact online classes, however, in the case of campus closure due to inclement weather, here is the current policy. Key decision-makers will monitor weather projections and communicate with local news agencies and WFISD leadership to make a delay or cancellation decision. The timeline is as follows:

Event	Time	Day	Decision
Inclement weather occurs during regular work/class day	3:30 PM	Day of inclement weather	Cancel classes/events after 5 PM
Overnight inclement weather expected	8 PM	Day before inclement weather	Close campus or delay opening
Delay called the day before but change to closure due to the extent of weather impact	6:15 AM	Day of delay	Close campus
No cancellation or delay decision made the night before	5:30 AM	Day after no decision made the night before	Close campus or delay opening

Delay/closure times are as follows:

- MWF class day: Delay to either 10 AM or 11 AM; all classes prior to opening do not meet.
- Tu/Th class day: Delay to 11 AM; all classes prior to opening do not meet
- Saturday or Sunday: Delay to either 10 AM or 11 AM; classes may start after campus is open.

Notification processes - Notification occurs through official campus channels and in communication with the local news networks. MSU channels include MSU Alert, MSU Safety app, Postmaster, and website headers. MSU Police and the Office of Marketing and Public Information. Information for all channels can be found at [MSU Ready](#).

Activity	Recommendation
Face-to-face or hybrid courses	Indicate in a syllabus statement whether the course will shift to fully online in inclement weather. A shift to online is not required, but is permitted as long as you describe your inclement weather practices in class and in your syllabus.
Online courses	Fully online courses may continue as scheduled, but should communicate course practices in syllabus statements and news items on D2L.
Graded assessments	If assessment deadlines coincide with the closure dates, Academic Affairs recommends delaying the deadline until after the campus reopens. A syllabus statement should state if deadlines will stand during closure.

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) exist 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](#).

Students with Disabilities:

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from the University's Disability Support Services (DSS) Office during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation(s) to a student until appropriate verification from DSS has been provided.

College Policies

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. 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 WATC. 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."](#)

COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups.

Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott’s executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas does not currently require facial coverings, they have been an effective strategy in slowing the spread.

Other Expectations

Participation – It is not enough to just “log in.” *You should log in D2L multiple times per week if not daily to check assignments, feedback, and engage in learning, etc.* Students should be prepared to discuss the readings that are assigned in the discussion boards, contribute appropriately, and encourage the participation of your peers.

Preparation – Complete all assignments on time. Complete readings assigned prior to class in order to be able to participate in class discussions and activities.

Attitude – Demonstrate the following dispositions that are essential for learning:

- Curiosity (ask questions, look for additional answers, probe, reflect)
- Flexibility (take alternate points of view, be open-minded)
- Organization (plan ahead – literally, GET A PLANNER!)
- Patience (take time to reason, be persistent in efforts)
- Risk-taking (try things beyond your current repertoire)
- Passion (invest in ideas, processes, products, and most of all – other people)

Be aware that your attitude is conveyed in many ways. It can be seen by others in body language, conversation, neatness, completeness of work, willingness to assist and contribute, etc. A sense of humor and the ability to be flexible are crucial.

Respect – Be considerate of others. Do not use foul language; all contributions should be given in an ethical manner.

Grade Appeal Process

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. Weekly assignments will be due on Sundays for the first four weeks. The fifth week is a short week because the semester ends on Friday, July 5th. Please prepare in advance to complete your final synthesis paper by Wednesday, July 3rd. This allows me time to grade submissions and complete final grades before the deadline administered by MSU. Please note the MSU holidays on June 19 and July 4th and plan accordingly.

Online Course Schedule

Dates	Topics Covered / Reading	Assignment Due
Week 1 6/3-6/9	Review: Syllabus, Course Overview Chapter 1 and 2 Cultural Autobiography How to Research Research Topic Proposal	6/7 Discussion Board Initial Post 6/10 Discussion Board Classmate Responses (See discussion guidelines for details and requirements) 6/10 Cultural Autobiography Suggestion: Complete Quiz 1
Week 2 6/10-16	Chapter 3 and 4 Argument Analysis	6/14 Research Topic Proposal – Discussion Board 1 Post 6/14 Discussion Board 2 Initial Post 6/16 Discussion Board 2 Classmate Responses Suggestion: Complete Quiz 2
Week 3 6/17-23	Chapter 5, 6, and 7 Field Notes	6/23 Argument Analysis 6/21 Discussion Board Initial Post 6/23 Discussion Board Classmate Responses Suggestion: Complete Quiz 3
Week 4 6/24-30	Chapter 8 and 9	6/28 Field Notes **Notice Friday Due Date! 6/28 Discussion Board Initial Post 6/30 Discussion Board Classmate Responses Suggestion: Complete Quiz 4
Week 5 *Overlap 6/29-7/5	Finalize submissions There is NO FINAL EXAM for this class. The Synthesis Paper is the Key Assessment and must be turned in on TK20.	7/3* Synthesis Paper Submission to TK20 (Key assessment) 7/3 All Quizzes (1-4) Due 7/5 Reflection – Completion Grade Only (Mandatory) *Class ends 7/5 – Once I know when grades are due if I can extend this due date I will.
	**Holidays: 6/19 and 7/4	

***Participation in weekly discussion and activities required – Lack of participation will result in points deductions from appropriate grade.**

Additional Readings (not required):

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.

Appendix A:

Assignment/Activity	Standard/Competency: Core Content & Core Skills
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	Summarize scholarly resources related to diversity
Field Notes	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)
*Online Activities: Discussion Board Questions, Reflection, Questions, Lecture and/or Guided Reading, Videos, Assignments, and various other activities	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

Appendix B: **Required assignment/standard alignment matrix**

Not applicable – See Appendix A