



Course Syllabus: Human Diversity

Gordon T. & Ellen West College of Education & Professional Studies
COUN 2143 Section G30
Summer I 2025

Contact Information

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Class Meeting Information

Monday to Thursday mornings we will meet in-person in our classroom space on Bard College Campus in Berlin. (Meeting times and classroom TBD).
Monday to Thursday afternoons we will participate in fieldtrips in and around the Berlin area. (Meeting times and locations TBD).
Course materials and access to an online management system (D2L) will be made available to each student.

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.

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 provided teacher candidate 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. 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 weekly modules. Each module has a folder in D2L and you can access all materials from this folder and an overview of tasks for each day. 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	15%
Synthesis Paper	20%
Presentation	10%
Class Participation	10%
Study Abroad Journal/Reflections	10%
Total Weight	100%

Table 2: Range for final grade.

Grade	Range
A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

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 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.

Research Topic Proposal

Select a diversity issue to research for the semester with supporting articles and plans for related field work. See the instructions in D2L for detail.

Argument Analysis

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

Field Work

Collect qualitative data using the template provided. Students must complete 4 hours of field work related to their selected diversity issue. 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.

Presentation

On the final class day, you will present a 10-minute presentation addressing your selected diversity topic and learned information from your other portfolio assignments. See the instructions in D2L for detail.

Class Participation

Throughout this course, you will engage in daily activities 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 will be shared during class time and are essential for your active participation and success in this course.

Study Abroad Journal/Reflections

As part of your study abroad experience, you'll complete a journal with reflections to capture your personal, cultural, and academic growth. Use this space to reflect on what you're learning, challenges you've faced, and how your time abroad is shaping your perspective. Be thoughtful and honest—this is your opportunity to tell your story. See the instructions in D2L for detail.

Extra Credit

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

Important Dates

Deadline to file for graduation: June 23, 2025. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" June 18, 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

Attendance is expected at all class meetings (class sessions and field trips) and you are expected to be on time when class begins. Leaving class early without prior permission will result in your being counted absent for the class session.

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

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/Topics	*Reading/Activities	*Assignments
1	June 2 nd to 6 th	Cultural Autobiography	n/a	Cultural Autobiography- Due 6/3
2	Mon June 9th	Course Introduction & Diversity: An Overview	Bucher Ch. 1 pp 1-32 Share Cultural Autobiography	n/a
2	Tues June 10 th	Diversity Consciousness & Success	Bucher Ch. 2 pp 33-60	n/a
2	Wed June 11 th	Personal & Social Barriers to Success	Bucher Ch. 3 pp 61-94 Research Overview & Roadmap	n/a
2	Thurs June 12 th	Developing Diversity Consciousness	Bucher Ch. 4 pp 95-124	Research Topic Proposal- Due 6/12
2	Friday June 13 th	Trip to Prague with Study Abroad	n/a	n/a
3	Mon June 16th	Communicating in a Diverse World	Bucher Ch. 5 pp 125- 150	n/a
3	Tues June 17th	Social Networking	Bucher Ch. 6 pp 151- 190	Argument Analysis- Due 6/17
3	Wed June 18 th	Teamwork	Bucher Ch. 7 pp 191- 216	n/a
3	Thurs June 19 th	Leadership	Bucher Ch. 8 pp 217- 238	Field Notes- Due 6/19
4	Mon June 23 rd	Preparing for the Future Conclusions and Presentations	Bucher Ch. 9 pp 239- 257	Presentation- Due 6/23 Journal- Due 6/23
4	June 24 th - 25th	Travel Home	n/a	n/a
5	June 30 th to July 3 rd	Concluding Assignments	n/a	Synthesis Paper- Due 7/1

*Reading for each day should be completed before class on that day.

*Assignments are due by 11:59pm of the assigned due dates.

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: R

Appendix A: Teacher Educator Standards/Competencies

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)

Assignment/Activity

* Learning Activities: class discussion, lecture (via video), guided reading, guest speakers (via video), case studies, peer practice, experiential learning, debate, and role playing

Standard/Competency: Core Content & Core Skills

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