

Course Syllabus: Human Diversity
West College of Education
COUN 2143 - Human Diversity
Spring 2020

Contact Information

Instructor: Makenna Morton

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If you email me using mkmorton1025@d2lmail.msutexas.edu, it is linked to my gmail account, so you will receive a faster response. However, generally speaking, you can expect an email answered within a business day (i.e. if you email me on Monday, it will be answered by 5:00 pm on Tuesday; if you email me on Friday at 6:00 pm, it will be answered by 5:00 pm the following Monday).

If you need to contact me via phone, please email me to request a time and include your phone number, and I will work with you to schedule a time to call you.

On a personal note: I am due with a baby girl on February 17, 2020. I will send out a newsfeed post in D2L when I go into labor to let you know that I will probably be out of touch for about 2-3 days. I will also provide you, at that time, with a contact person you can reach with urgent questions in the meantime. I hope there will be minimal disruption to the course!

Course Objectives

- I. Explain concepts such as diversity, stereotype, lifestyles, class, racism, sexism, sensitivity, and tolerance.
- II. Critically examine minority group contributions to American society.
- III. Demonstrate an awareness of the cultural experience of ethnic/diverse groups other than the student's own.
- IV. Understand what is involved in developing holistic self-identities.
- V. Generate awareness and justification for the need and value of multiculturalism.
- VI. Distinguish similarities and differences among majority and minority cultures.
- VII. Recognize communication patterns in self and others that enhances or inhibits the communication process.
- VIII. Synthesize the communication patterns of diverse populations and how they relate to interpersonal relations.
- IX. Summarize scholarly resources related to diversity.

Textbook & Instructional Materials

Required:

Bucher, R. D., & Bucher, P. L. (2015). *Diversity consciousness: Opening our minds to people, cultures, and opportunities*. Boston: Pearson.

Recommended:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Cartwright, A., & Reeves, E. (2018). *Everyday Diversity: Developing Cultural Competency and Information Awareness*(1st ed.).

Academic Policies

Student Handbook

Refer to: [Student Handbook 2017-18](#)

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 to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Student Handbook 2017-18](#)

Grading

Course Grade:

Listed below are the point values for all graded assignments (Table 1).

Points earned throughout the semester will be added together to determine earned grade in the course (Table 2).

Table 1

Assignments	Possible Points	(Optional) Earned Points*
Discussions	200	
Cultural Autobiography	200	
Argument Analysis	200	
Field Notes/Summary	100	
Research Portfolio	200	
Disposition & Attitude	100	
Total Points	1000	

*If you'd like, you can save a copy of this table and add your score for each assignment into the earned points column so you can monitor how your grade is progressing in the course.

Table 2: Total Points Needed for Each of the Following Final Grades

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

Measuring Disposition and Attitude

Students will promote learner-centered instruction as preferable to teacher centered instruction. Each student will demonstrate the desirability of equity in the classroom. Students will become salespersons for choices and differentiation assignments in the classroom. When presented with current issues, students will encourage an analysis of both sides of the issue.

Each student brings a unique perspective and life experience to the learning environment and is expected to actively and thoughtfully participate by making pertinent contributions. All students are expected to read assignments and be prepared to discuss them. Note that you are provided with focus questions that are designed to structure your reading of the assigned texts. Moreover, additional readings may be assigned by the course instructor.

These points are kept entirely for positive attitude, sincerity, effort, growth, answering your emails, following directions, being on time for assignments, and logging in at least three times a week.

Diversity is a sensitive issue and intolerance, threatening language, hostility, or any other such demonstrated inappropriate behavior will not be tolerated.

Late Work

I am not required to accept late work. That does not mean that I will not accept late work from responsible students with legitimate issues on a case-by-case basis. The best opportunity to receive an extension for an assignment would include a student who reaches out to me, the instructor, *before* the deadline rather than after.

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.

Attendance

For the purposes of our online environment, you must log in at least twice a week. This is not arbitrary; you must be logging in regularly in order to ensure that you receive all course communications and remain an active part of the online learning community. Your participation will be reflected in the “disposition” grade that I award at the end of the semester.

Online Computer Requirements

Taking an online class 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 which 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 Help Desk 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](#).

FlipGrid

This course also requires the use of FlipGrid. FlipGrid can be accessed by laptop or by cellphone (iPhone or Android). The format of FlipGrid is sort of like Snapchat, in that you’re going to be recording and sharing relatively short videos of yourself with the class. You will also video reply to the videos of others with your comments. I know it can seem intimidating to record yourself, but we are going to become a close-knit educational community in a short amount of time! Please trust the process.

Instructor Class Policies

As we have class discussions about our experiences in the community, it is vitally important to **avoid** identifying specific people or groups. Everyone at MSU has worked hard for years to nurture good relationships with our local schools, members of our campus and our community, etc.; do your part to maintain them. Also, please remember that it is unethical for you to reveal information from a class discussion outside of the class context.

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.

Dropping the Course

If, for some reason, you need to drop this course any time after the third day of classes, you will need to follow one of two procedures:

1. If you are a student who attends MSU's main campus, you will need to get a drop slip from the Registrar's office and bring to Ferguson Hall Room 213 for Dr. Leann Curry's signature. My signature will not be required since I do not have an office on MSU's campus. Dr. Curry may ask to see if you and I have discussed you dropping the course prior to signing the form.
2. If you are a student who does not attend MSU's main campus, you will need to complete the online drop form, found here:

<https://webforms2.msutexas.edu/TakeSurvey.aspx?SurveyID=m2KI452>

The web form will **not** get approved if you attend any classes on the Wichita Falls, TX campus.

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](#).

College Policies

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 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.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

Notice

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

Course Schedule

The schedule below lists each week's reading assignments and assignments that need to be turned in or completed (in red) and their due dates. Any assignment may be submitted in advance to avoid end-of-semester jams. If you encounter any problems or confusion regarding an assignment or reading, please email me **before** the assignment/reading is due. I am not required to accept late work.

All deadlines are on Central Standard Time.

A tip for staying organized: In all of the classes where I am a student, I use a free website with a corresponding phone app called "Wunderlist". In Wunderlist, you are able to enter all of the assignments that you have to do for the entire semester and their due dates, and you will receive email and push notification reminders. My recommendation to you is to go through the course schedule and enter each item listed in red as a task you'll have to do during the semester, and assign the corresponding due date to the task.

This has saved me from forgetting something I need to do for my online classes a handful of times so if it can help me, I know it can help you, too!

Course Schedule

Week or Module	Activities/Assignments/Exams	Due Date
Week 1 1/18-1/26	Read: Textbook Chapter 1 “Begin Here” and Week 1, Chapter 1 on the Class Website Complete: Flipgrid Introductions & Discussion #1	Sunday 1/26 @ 11:30 pm
Week 2 1/27-2/2	Read: Poverty and Literacy Module (accessible via the course website) Week 2, Poverty & Literacy on the Class Website Complete: Flipgrid Discussion #2 Key Assignment Semester Strategy Form	Sunday 2/2 @ 11:30 pm
Week 3 2 / 3 - 2/9	Read: Chapter 2 Week 3, Chapter 2 on the Class Website Complete: Flipgrid Discussion #3	Sunday 2/9 @ 11:30 pm
Week 4 2/10-2/16	Read: Chapter 3 Week 4, Chapter 3 on the Class Website Complete: Flipgrid Discussion #4	Sunday 2/16 @ 11:30 pm
Week 5 2/17-2/23	Read: Chapter 4 Week 5, Chapter 4 on the Class Website Complete: Flipgrid Discussion #5 Begin Working On: Key Assignment #1 Cultural Autobiography	Sunday 2/23 @ 11:30 pm

<p>Week 6 2/24-3/1</p>	<p>Read: Week 6, Cultural Autobiography Work Week on the Class Website</p> <p>Complete & Submit: Cultural Autobiography</p>	<p>Sunday 3/1 @ 11:30 pm</p>
<p>Week 7 3/2-3/8</p>	<p>Read: Chapter 5 Week 7, Chapter 5 & Research 101 Modules from the Class Website</p> <p>Complete: Flipgrid Discussion #6</p>	<p>Sunday 3/8 @ 11:30 pm</p>
<p>Week 8 3/9-3/15</p>	<p>Read: Chapter 6 Week 8, Chapter 6 on the Class Website</p> <p>Complete: Flipgrid Discussion #7</p> <p>Begin Working On: Key Assignment #2 Argument Analysis</p>	<p>Sunday 3/15 @ 11:30 pm</p>
<p>Week 9 3/16-3/22</p>	<p>Enjoy Your Spring Break!</p> <p>Continue Working On: Key Assignment #2</p>	<p>No assignment due this week.</p>
<p>Week 10 3/23-3/29</p>	<p>Read: Week 10, Academic Argument Analysis Work Week on the Class Website</p> <p>Complete & Submit:</p> <p>Key Assignment #2 Academic Argument Analysis</p>	<p>Sunday 3/29 @ 11:30pm</p>

Week 11 3/30-4/5	Read: Chapter 7 Week 11, Chapter 7 on the Class Website Complete: Flipgrid Discussion #8	Sunday 4/5 @ 11:30 pm
Week 12 4/6-4/12	Read: Chapter 8 Week 12, Chapter 8 on the Class Website Complete: Flipgrid Discussion #9 Begin Working On: Key Assignment #3 Field Work	Sunday 4/12 @ 11:30 pm
Week 13 4/13-4/19	Read: Week 13, Field Work Work Week on the Class Website Complete & Submit: Key Assignment #3 Field Work	Sunday 4/19 @ 11:30 pm
Week 14 4/20-4/26	Read: Chapter 9 Week 14, Chapter 9 on the Class Website Complete: Flipgrid Discussion #10	Sunday 4/26 @ 11:30 pm
Week 15 4/27-5/3	Read: Week 15, Human Diversity Portfolio Work Week on the Class Website Begin Working On: Human Diversity Portfolio Assignment	No assignment due this week.
Week 16 5/3 - 5/8	Read: Week 16, Human Diversity Portfolio Work Week on the Class Website	Friday May 8 @ 11:30pm

	Complete & Submit: Key Assignment #4 in to TK20 by May 8 at 11:30 pm	
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Key Semester Assignments

This semester, you are going to learn about the research process:

In Key Assignment #1, you will write about understanding your cultural framework and how you organically inform your position based on who you are as a person.

In Key Assignment #2, you will learn about research by using academic journals to research a topic.

In Key Assignment #3, you will gather your own “data” through observations to help support or reject a hypothesis you might have about how the world around us should work.

Finally, Key Assignment #4, you will tie it all together one 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.

In order to help you be as successful as possible, you will also complete a “Key Assignment Semester Strategy Assignment” in Week 2 that maps out the work you will do in future weeks. It shouldn’t take much of your time, it is extra credit, and I promise it will make everything go much smoother as you work on these assignments throughout the duration of the semester!

Key Assignment #1: Cultural Autobiography

Exploring & interrogating researcher positioning (adapted from materials by Marybeth Peebles, Marietta College):

1. Review the course website & Google Slide presentation on the Cultural Autobiography (link in D2L).
2. Decide the format of your autobiography.
 1. Formats can include:
 1. Formal APA paper - no page requirement but be sure to do a thorough job.
 2. Google Slide/Powerpoint/Keynote (must be saved and submitted as a Powerpoint)
 3. Prezi
 4. Video
3. Submit your final product to D2L.

Key Assignment #2: Academic Argument Analysis

Using contradictory but widely utilized materials on poverty to enhance Scientific Literacy (adapted from materials by Amy Cass, CA State Univ.):

1. Review the Argument Analysis Presentation on the COUN 2143 website (link in D2L).
2. Start researching your topic using the skills that you acquired in the Research 101.
3. Choose your presentation format:
 - Formal APA paper - no page requirement, but be sure to do a thorough job. APA format required.
 - Google Slide/Powerpoint/Keynote (must be saved and submitted as Powerpoint)
 - Prezi
 - Video (3 -5 minutes)
4. Presentation must be complete and include:
 - Identify the author's/authors' research question.
 - Identify the hypothesis/es being tested.
 - Document at least three instances where statistical information was displayed.
 - Where did these numbers come from?
 - Were they believable or trustworthy?
 - If you sought to answer the same research question, what two things would you do to improve the credibility of the study and your findings?
 - Should findings from the study (or your own) be used to modify law? Explain your opinion.
 - What is your personal response to the author's/authors' argument?
 - In what ways does your positioning influence the way you perceive the author's/authors' argument?

It is recommended that you find the articles you will use in your assignment before you concretely decide on the diversity issue you will be studying this semester, to be sure that there is enough research on the topic to be able to complete this assignment & future assignments. These assignments build upon one another.

You should plan to use academic articles you access through the MSU library database (in your my.msutexas.edu portal) or through other places like Google Scholar to complete this assignment. Any website that comes up with a quick google search, even if it is a newspaper article, is not necessarily sufficient. If you would like to run your articles past me, that is fine, but please be sure to do so well ahead of the due date (3+ days).

Key Assignment #3: Ethnographic Field Notes from Community Observations

Observing with community organizations to collect qualitative data in the form of ethnographic field notes (see Emerson, Fretz, & Shaw, 1995, Chapter Two – In the Field: Participating, Observing, and Jotting Notes):

1. Review assignment objectives on the class website, link available in D2L.
2. Field Work is Observation Only---- **do not interact with anyone.**
3. Review the examples below.
4. Download the observation field work template and use that to take hand notes.
5. Observe the same environment on at least three separate occasions for approximately 30-45 minutes per visit.
6. Review your notes from all three observations. Type up a detailed summary with an analysis. I am not as concerned with page length for this assignment but the paper should be long enough to report significant findings from your observations.
7. Try to look for patterns. Seeing nothing is just as important as seeing something- make a note of anything unusual.
8. Upload final Field Notes to D2L.

Students will observe an existing community organizations specifically selected for their potential to increase students' multicultural competency. In observing these community organizations work to achieve their organizational goals, students will record ethnographic field notes that focus on the community's perception of and approach to your chosen diversity issue, as well as your personal reactions and experiences during the observations. You will propose a community observation, record field notes, and produce a field write up in accordance with the syllabus schedule.

Key Assignment #4: Human Diversity Portfolio

Review assignment objectives on the class website, link available in D2L.

This is the paper that summarizes your experience and all that you learned in the course. You are to tie together the data that you gathered from your community partnership experience, along with your cultural autobiography and scholarly article analyses, and synthesize all of these findings together in a 4-5 page APA style paper. In your paper, you will also take a position on a diversity issue, acknowledging the impact of your own position on your perception, and defend your position with the data you collected during your community observation experience. See supplemental document on the research portfolio paper in the corresponding week for the assignment in D2L.