

# Course Syllabus: Human Diversity

## College of Education

# COUN 2143 Section 101

# Fall 2020, Aug 22-Dec 4

## Contact Information

Instructor: Kym Acuña

Office: Bridwell 104E

Office hours: Tuesday 1:00-2:00pm, Wednesday 2:00-3:00pm, Thursday 1:00-4:00pm, and By appointment

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How to Contact Me

The best way to contact me is through email. I usually respond quickly. You can expect a response within 24 hours, however, it could be a little longer on weekends or holidays.

## Textbook & Instructional Materials

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

## 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

**2.** Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning

**3.** 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

**4.** To communicate and work effectively with diverse groups

**5.** Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning

**6.** 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

**7.** 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

**8.** 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

**9.** 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

**10.** To serve as an advocate

**11.** Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning, debate

**12.** 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

See office hours or by appointment.

## Student Handbook

Refer to: [2020-2021 Student Handbook](https://msutexas.edu/student-life/_assets/files/handbook.pdf)

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](https://mwsu.edu/student-life/conduct/)

## Grading/Assessment

Table 1: Points allocated to each assignment

| Assignments | Points |
| --- | --- |
| Cultural Autobiography | 200 |
| Research Topic Proposal | 100 |
| Argument Analysis | 200 |
| Field Notes | 200 |
| Synthesis Paper | 200 |
| Class Participation | 100 |
| Total Points | 1000 |

Table 2: Total points for final grade.

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

## Various Assignments

There will be 4 major assignments in this course which are described within the course assignments folder: Cultural Biography, Argument Analysis, Field Notes, Synthesis Paper.

## 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 in emergency situations that have been cleared with Dr. Acuña. This means only illness or family emergency.

## Important Dates

Last day for term schedule changes:1/13/21

Deadline to file for graduation: May graduation 2/15/21

Last Day to drop with a grade of “W:” 4/23/21

Refer to: [Drops, Withdrawals & Void](https://mwsu.edu/student-life/development/learning/index)

## 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](https://d2l.mwsu.edu/) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

## Attendance

You are expected to attend each class session according to your assigned Face to Face or Zoom schedule. Participation points will be deducted for each absence.

## Important Course Information

## Split students (with a flipped class) This course has been planned as a flipped course for Fall 2020. Direct, lecture-based instruction and course materials will be available online, and when you are in the face-to-face class you will do other activities (such as small group work, problem solving, discussion, etc.). The class will meet in its regularly scheduled room all scheduled days, but only some of the students can be physically in the class every class day to allow sufficient social distancing. You will be assigned to one physical class day/week and will access course materials virtually on the other days. I will notify you of your assigned day for your physical class meeting. When we meet face to face we will utilize social distancing and an assigned seating chart. When the university transitions to fully online after Thanksgiving we will review during the last week of class and hold our finals virtually.

I will use D2L for posting syllabi, course communication, course schedule, attendance, and gradebook. There will be some online office hours announced through D2L. You should regularly check D2L and the email hosted via D2L for important course information.

In the event of increased incidence and risk of COVID-19 that results in the university moving back to a shelter-in-place mode, the course instruction will transition to fully online. More instructions will be given at that time.

## 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 Classeseach 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](http://www.mwsu.edu/student-life/disability).

## College Policies

### Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](https://mwsu.edu/campus-carry/rules-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

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](http://catalog.mwsu.edu/content.php?catoid=14&navoid=655#Appeal_of_Course_Grade)

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

## Course Schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Dates** | **Topics/Focus** | **Reading\*** | **Assignment Due** |
| 1 | Jan 11-17 | Introductions  Discussion Guidelines  Introductory Activities |  |  |
| 2 | Jan 18-24 | Diversity: An Overview | *Diversity Consciousness*  *Ch. 1 pp 1-32* |  |
| 3 | Jan 25-31 | Diversity Consciousness and Success | *Diversity Consciousness*  *Ch. 2 pp 33-60*  *Everyday Diversity*  *pp 74-89* |  |
| 4 | Feb 1-7 | Personal and Social Barriers to Success | *Diversity Consciousness*  *Ch. 3 pp 61-94* |  |
| 5 | Feb 8-14 | Cultural Autobiography | *Everyday Diversity*  *Ch. 1 pp 2-6, Appendix pp 164-169* | **Cultural Autobiography Due February 14** |
| 6 | Feb 15-21 | Developing Diversity Consciousness | *Diversity Consciousness*  *Ch. 4 pp 95-124*  *Everyday Diversity*  *Ch. 4 pp 120-163* |  |
| 7 | Feb 22-28 | What is research and how to I understand it? | *Everyday Diversity*  *Ch. 2 pp 10-72, Appendix p 184* | **Research Topic Proposal Due February 28** |
| 8 | Mar 1-7 | Communicating in a Diverse World | *Diversity Consciousness*  *Ch. 5 pp 125-150*  *Everyday Diversity*  *pp 90-109* |  |
| 9 | Mar 8-14 | Social networking | *Diversity Consciousness*  *Ch. 6 pp 151-190* |  |
| 10 | Mar 15-21 | Argument Analysis | *Everyday Diversity*  *Ch. 1 pp 7* | **Argument Analysis Due March 21** |
| 11 | Mar 22-28 | Teamwork | *Diversity Consciousness*  *Ch. 7 pp 191-216* |  |
| 12 | Mar 29-Apr 4 | Leadership | *Diversity Consciousness*  *Ch. 8 pp 217-238* |  |
| 13 | Apr 5-11 | Preparing for the Future | *Diversity Consciousness*  *Ch. 9 pp 239-257* | **Field Notes Due April 11** |
| 14  &  15 | Apr 12-23 | Presentations | *Everyday Diversity*  *Appendix pp 172-183* | **Synthesis Paper due April 23** |

**\* Reading for the week should be completed before class on Tuesday.**

## Additional Readings:

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.