



**Human Experiences COUN 2143 X14**  
**Midwestern State University**  
**Gordon T. & Ellen West College of Education and Professional**  
**Studies**

**Syllabus**

Fall 2025

Part of Term B Online

**Professor Information**

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Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you.

**Required Reading**

There is no textbook for the course. Open Educational Resources will be used this semester. Materials and other information will be provided on D2L.

**Course/Catalog Description**

A study of perspectives shaped by individual, family, and community experiences, incorporating inquiry and research to deepen understanding.

## **WCoE Conceptual Framework**

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **Course Content and Skills**

1. Analyze research on how individual, family, and community experiences shape perspectives and influence human interactions.
2. Evaluate research of varying viewpoints by applying course concepts to real-world media, narratives, and case studies.
3. Develop critical thinking and inquiry skills to interpret the motivations, values, and societal influences behind varying perspectives.
4. Reflect on and interpret research to gain insights into human interaction and relationships.
5. Synthesize insights gained from perspective analysis to deepen awareness of the complexities of human experiences and interactions.

### **Assessment**

Students will demonstrate mastery of these standards by their participation in class, completion of class assignments, projects and lesson plans relating to bilingual content methods and assessment.

### **Grading Procedures**

#### **Grades**

<b>A</b> 90 - 100%	Work is outstanding and exemplary
<b>B</b> 80 - 89%	Work that is above the minimum requirements
<b>C</b> 70 - 79%	Work meets expected level of performance for most students
<b>D</b> 60 - 69%	Work that falls short of minimum criteria
<b>F</b> 59% or below	Work that falls well below the expected level of performance for most students

### **Assignments**

There will be 4 major assignments in this course: Cultural Autobiography, Argument Analysis, Field Notes, and Synthesis Paper. You will also receive a grade for participation in the course engagement activities.

**Engagement Activities: 20 %**

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. You are expected to read through course modules and watch embedded videos, and to actively participate by completing all work for each week including course activities and discussions, and these need to be fully completed to the best of your ability.

**Cultural Autobiography: 20%**

To better understand researcher positioning, you will create a Cultural Autobiography presentation that explores the sociocultural factors that inform your own positioning. There are many facets that contribute to our identity. All of us belong to many cultural groups and subgroups, and our identity is based on the relation between us and the interaction among these groups. See more details in D2L.

**Academic Analysis: 20%**

To better understand research methods, you will analyze two conflicting articles on a human diversity topic of your choice (approved by the professor). You will explore the ways in which they are and are not examples of credible scholarship by answering guiding questions for each article. See further instructions in D2L.

**Field Notes Paper: 20%**

For this assignment, you will record ethnographic field notes by conducting in-person or virtual ethnographic field work. This will be completed by either connecting with a community organization related to your diversity topic or watching first-hand account experiences that focus on your research topic, and writing about your personal reactions to what you observe. For this assignment you must use the Field Work template to log and summarize 2 hours per entry for a total of 4 hours of in-person or virtual ethnographic field work.

**Synthesis Paper: 20%**

You are to take the data that you gathered from your community partnership experience, along with your cultural autobiography and academic analyses, and synthesize your findings in a 4-5 page APA style paper. In your paper, you will take

a position on the diversity issue chosen, acknowledging the impact of your own positioning on your perception, and defend your position with the ethnographic data you collected during your community partnership/virtual field work experience and findings from the argument analysis and what was learned in the course readings and activities.

### **Attendance Policy**

You are expected to complete all coursework and fully participate in the online course.

### **Other Class Policies**

- Late Assignment Policy - Assignments need to be turned in on the due date and time. If for some reason you are unable to bring in an assignment, you must e-mail it, or send it in with a friend when it is due. Points will be deducted each day it is late. Extenuating circumstances must be discussed with the instructor at least 2 days.
- 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.
- Campus Carry- 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. For more information, visit [Campus Carry](#).
- 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 at [Online Reporting Form](#)

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 [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.
- **Inclement Weather-** In the case of campus closure due to inclement weather, key decision-makers will monitor weather projections and communicate with local news agencies and WFISD leadership to make a delay or cancellation decision.

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. This online course will continue as scheduled, but if assessment deadlines coincide with the closure dates, deadline will be delayed until after the campus reopens. 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

Please note: 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 and authenticity, and for educational purposes.

## References

- Dingel, M. J., & Sage, T. A. (2024). Dimensions of difference, sense of belonging, and fitting in: Student voices from learning communities. *Journal on Excellence in College Teaching*, 35(2), 45-66.  
<https://celt.miamioh.edu/ojs/index.php/JECT/article/view/1043>
- Imboden, M. T. (2024). *Belonging: An essential human and organizational need*. *American Journal of Health Promotion*. Advance online publication.  
<https://doi.org/10.1177/0890117124125520>
- Xiao, Z. S., Zhou, H., Jiang, Y. L., & Samah, N. A. (2024). Embracing the complexity of lived experiences in psychiatry research: Reflexivity, cultural sensitivity, and emergent design. *World Journal of Psychiatry*, 14(12), 1793-1796. <https://doi.org/10.5498/wjp.v14.i12.1793>