



**MIDWESTERN STATE UNIVERSITY**  
A Member of the Texas Tech University System

Course Syllabus: Human Diversity  
College of Education  
COUN 2143 Section 202  
Spring 2024, Jan. 16- May 10

#### Contact Information

Instructor: Dr. Stephanie Zamora Robles  
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Office hours: Tue and Thu: 11 AM-12:30 PM, Wed: 11 AM-1 PM  
Class hours: 12:30-1:50 PM Room: BH 205  
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#### **Instructor Response Policy**

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.  
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**

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: [2023-2024 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: [2023-2024 Student Handbook](#)

### AI / Chat GPT

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

You may type a question into ChatGPT, you may not copy and paste its response, and turn it in as your own. If you use ChatGPT, you must disclose this somewhere in your assignment. If you use ChatGPT or any AI, please use it in ways that are ethical, accurate, and useful.

### Grading/Assessment

Table 1: Points allocated to each assignment

Assignments	Points
Cultural Autobiography	150
Research Topic Proposal	100
Argument Analysis	150
Field Notes	100
Synthesis Paper	200
Quizzes	160
Weekly Class Attendance, Participation & Activities	140
Assignment Punctuality No late assignments - Extra Credit	10
Total Points	<b>1000</b>

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 four major assignments in this course which are described within the course assignments folder: Cultural Biography, Argument Analysis, Field Notes, and Synthesis Paper.

### Quizzes

You will have quizzes throughout the semester that combine chapter information. They will be open book. **YOU MUST HAVE THE TEXTBOOK REQUIRED FOR THIS CLASS.**

### Mid-Term and Final Exam

There is no Mid-Term exam. Your synthesis paper will count as your Final Exam.

### Extra Credit

Extra Credit= Assignment Punctuality/No late assignments=10 points.

### **Late Work**

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

### **Important Dates**

Last day for term schedule changes: 1/19/2024

Deadline to file for graduation: December graduation 2/12/2024

Last Day to drop with a grade of "W:" 4/24/2024 BY 4PM

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.

**\*Please note:** Even though this is a face-to-face class, this class requires you to have access to a computer (with Internet access) to check for class news updates, materials, instructions, resources and 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 often 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. 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](#).

### **Attendance**

Face to Face Class: You are expected to be dependable, reliable, responsible, on time, and in attendance each class session for the entire class you are enrolled in according to your assigned schedule. In addition, you should ask questions; participate in class activities and discussions. Tardiness, leaving early and excessive absences (3) are evidence of lack of dependability, and are taken seriously. It is the student's responsibility to make up any missed assignments. In class activities cannot be made up. Excessive tardiness (determined by the professor) can be defined as an absence and is subject to the absentee policy. **Three instances of tardy arrival will be counted as one absence.** In the event that you must be absent, for whatever reason, you assume responsibility for contacting the instructor to account for missed work and to turn in work. 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 class well in advance of the specific date. Late work must be approved in advance by the instructor and will not be accepted for full credit. **Participation points will be deducted for each absence.** You will be given a verbal or written warning prior to being dropped from the class.

## **Important Course Information**

Face to Face Class: Direct, lecture-based instruction and course materials will be available, we will do activities each week in the face-to-face class (such as small group work, problem solving, discussion, etc.) The class will meet in its regularly scheduled room all scheduled days.

I will use D2L for posting the syllabus, course communication, course schedule, attendance, and gradebook. You should check D2L regularly, and the email hosted via D2L for important course information.

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 should be done in Microsoft Word and turned in as an attachment in Dropbox on D2L.
- 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.

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. I use Turnitin for the written assignments and D2L directly syncs with it (you do not have to do anything). You will be able to see the plagiarism percentage and are welcome to make changes and resubmit BEFORE the due date. Any plagiarism of 30% and above is too much. Your assignment will be reduced by one letter grade for anything above 30%.

## **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

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."](#)

Weather closure practices Spring 2024

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.
- TuTh 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.
- Please pay close attention to local news, MSU Alert, MSU Safety App, Postmaster, and the MSU website for delay and cancellation decisions. If MSU cancels all classes, our class will not move to an online platform.

### **Other Expectations**

**Participation** – It is not enough to just “show up”. In other words, you cannot just sit there. You need to be prepared to discuss the readings that are assigned, 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)
- 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 to others by body language, conversation, neatness, completeness of work, willingness to assist and contribute and many other ways. A sense of humor and the ability to be flexible are crucial.

**Respect** – Be considerate of others. Do not talk while others are talking; do not use foul language; behave 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.

## Face to Face Course Schedule

Week	Dates	Topics/Focus	Reading*	Assignment Due
1	1/16-1/21	Introductions Syllabus Review Introductory Activities	<i>Read &amp; prepare for next week's discussion</i>	In class activities: Class participation and presence required
2	1/22-1/28	<i>Diversity: An Overview</i>	<i>Diversity Consciousness Ch. 1 pp 1-32</i>	In class activities: Same as above
3	1/29-2/4	<i>Diversity Consciousness and Success</i>	<i>Diversity Consciousness Ch. 2 pp 33-60</i>	In class activities: Same as above <b>Quiz #1 Ch 1 &amp; 2 due 2/2</b>
4	2/5-2/11	<i>Cultural Autobiography</i>	<b>Work on Cultural Autobiography</b>	<b>Cultural Autobiography Due 2/9</b>
5	2/12-2/18	<i>What is research and how to understand it?</i>	<i>Read &amp; prepare for next week's discussion</i>	In class activities: Same as above
6	2/19-2/25	<i>Personal and Social Barriers to Success</i>	<i>Diversity Consciousness Ch. 3 pp 61-94</i>	In class activities: Same <b>Ch 3 &amp; Research</b>
7	2/26-3/3	<i>Developing Diversity Consciousness</i>	<i>Diversity Consciousness Ch. 4 pp 95-124</i>	<b>Research Topic Proposal on Template Due Quiz #2 due 3/1</b>
8	3/4-3/10	<i>Communicating in a Diverse World</i>	<i>Diversity Consciousness Ch. 5 pp 125-150</i>	In class activities: Same
9	3/11-3/17	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>
10	3/18-3/24	<i>Argument Analysis</i>	<b>Work on Argument Analysis</b>	<b>Argument Analysis Due 3/27</b>
11	3/25-3/31	<i>Field Notes- Social Networking</i>  <b>No class on 3/28</b>	<i>Diversity Consciousness Ch. 6 pp 151-190</i>	In class activities: Same as above; Work on Field Notes <b>Quiz #3 Ch 4 &amp; 5 Due 3/27</b>
12	4/1-4/7	<i>Teamwork</i>  <i>Leadership</i>	<i>Diversity Consciousness Ch. 7 pp 191-216 Ch. 8 pp 217-238</i>	<b>Field Notes Due 4/7</b>
13	4/8-4/14	<b>Synthesis Paper</b>	<b>Work on Synthesis Paper</b>	
14	4/15-4/21	Tuesday- Field Notes Lab  Thursday- Ch. 9 <i>Preparing for the Future</i>	<i>Diversity Consciousness Ch. 9 pp 239-257</i>	In class activities: Same as above <b>Quiz #4 Ch 6, 7 &amp; 8 Due 4/19</b>
15	4/22-4/28			<b>Synthesis Paper due 4/28</b>
16	4/29-5/3	Wrap-Up/ Class Celebration	<i>N/A</i>	Last class May 3rd
17	5/3-5/11			Graduation – May 11th

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



**\*Weekly discussion required – Lack of participation will result in points deducted from the participation 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)
*In-Class Activities: Diversity bingo (Ch 1), Values Lesson (Ch2), Barriers Activity (Ch 3), Inequality activity (Ch 4), Communication Microaggression activity (Ch 5), Social Media activity (Ch 6), various other *Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning, debate, and role-playing.	Recognize communication patterns in self and others that enhance or inhibit 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 others

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

Not applicable – See Appendix A