



Course Syllabus: Course Name
College of Education
COUN-2143-X40
Summer Term 2- 2024

Contact Information

Instructor: Dr. Timothy Hinchman
Office: Bridwell Hall 318
Office hours: Virtual Office Hours Through Zoom
Office phone: (940) 397-4435
E-mail: timothy.hinchman@msutexas.edu

Instructor Response Policy

Communication Response Time: Within 24 hours Monday- Friday, Within 48 hours on the weekend.

Textbook & Instructional Materials

Required:

Koppelman, K. L. (2020). *Understanding human differences: Multicultural education for a diverse America*. Hoboken, NJ: Pearson Education.

Course Description

Explain concepts such as diversity, stereotype, lifestyles, class, racism, sexism, sensitivity, tolerance, etc. Critically examine minority group contributions to American society. Demonstrate an awareness of the cultural experience of ethnic/diverse groups other than his/her own. Understand what is involved in developing wholesome self-identities. Evidence awareness and justification of the need and value of multiculturalism. Distinguish similarities and differences among majority and minority cultures. Recognize communication patterns in self and others that enhances or inhibits the communication process. Synthesize the communication patterns of diverse populations and how they relate to interpersonal relations. Summarize scholarly resources related to diversity.

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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](#)

Grading/Assessment

Course Grade - List all graded assignments with their point value and or percentage of total grade. Letter Grade Scale indicate the overall points or % to letter grade scale for example 900-1000 = A

Table 1: 1000 Total Points

Assignments	Points
Writing Assignments	200
D2L Chapter Quizzes	150
Cultural Autobiography	175
Argument Analysis	175
Field Notes/Summary	100
HD Portfolio/Synthesis Paper	200
Total Points	1000

Table 2: See Below

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

Homework

Use this area to describe your homework. Be sure to include how and when homework will be turned in.

Quizzes

Weekly quizzes will be administered through the D2L platform. Quizzes will be made available at the beginning of each week and must be completed by Sunday at 11:30pm. It is your responsibility to ensure timely completion of quizzes. Late submissions will not be accepted unless prior arrangements have been made with the instructor. Quizzes are designed to assess your understanding of the material covered in class and are an essential component of your overall assessment.

These will appear on the Course Schedule in more detail.

Written Assignments

Throughout the course, certain modules will include written assignments. These assignments are integral to your learning and assessment process. To ensure you are prepared for each assignment, please watch the weekly video lectures and carefully read the "Read Me First" document provided within each module. These resources will provide important instructions, guidelines, and context necessary for completing the assignments successfully.

Written assignments will be designed to assess your understanding of the course material, critical thinking skills, and ability to articulate concepts effectively. Detailed instructions, including due dates and submission guidelines, will be provided alongside each assignment prompt. It is imperative that you adhere to these instructions and submit your assignments on time.

These will appear on the Course Schedule in more detail.

Projects/Key Assessments Required

Key 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 and research projects 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.

1. Creating a Cultural Autobiography to 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.

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 1) the relation between us and the dominant group/subgroup, and 2) on the interaction among groups/subgroups.

In your cultural autobiography, you must address many aspects of your identify. It is not enough merely to state, for example, that you are a White, Irish American, English-speaking male etc. or a second-generation Chinese American, multilingual female who was raised in a middle-class family etc. You must take each cultural group/subgroup one at a time and explain how your membership in a particular subgroup has helped to create the kind of person you are and is likely to influence the ways in which you perceive the world and those around you. Begin with the cultural group/subgroup that

currently has the most impact on your identity and work down to the least influential group/subgroup. This should take some careful thinking.

If you are part of any dominant subgroups, you must address the concept of privilege, particularly White, (upper) middle class, and language privilege.

The cultural autobiography should be an honest expression of who you perceive yourself to be along a cultural continuum. Think carefully about each category and provide enough details to create a vivid portrait of your unique cultural identity. The cultural groups/subgroups below should be used to help you work through your cultural positioning.

Cultural Group/Subgroup

* = immutable

** = the dominant subcultures

A. Class (socioeconomic status)

Underclass – below poverty level, homeless

Working class - lower middle class, blue collar

Middle class – white collar and low-level managerial / administrative **

Upper middle class – professionals, high-level managerial / administrative

Upper class – professionals, top-level managerial / administrative, inherited wealth and social status

B. Race *

Caucasian (Whites) **

African American (Blacks)

American Indian, Eskimo

Asian / Pacific Islander

Hispanic

Other

C. Ethnicity *

Western European **

Central / Eastern European

Asian

African

Latino

Other

D. Gender / sexual orientation *

Male **

Female

Heterosexual **

Homosexual

Bisexual

Transgender

E. Language

Monolingual (English only) **

Bilingual (English as primary language)
ESL (English as a second language)
Multilingual (fluent in more than two languages)
F. Religion
Christianity – Protestantism **
Christianity – Catholicism
Christianity – Other (e.g. Mormon, Jehovah’s Witness, Christian Scientist)
Eastern Orthodox
Judaism
Islam
Buddhism
Hindu
Other
G. Exceptionality *
Non-disabled **
Physically disabled
Mentally challenged
Learning disabled
Gifted / talented
H. Age * Infancy
Youth
Adolescence
Young adulthood **
Middle age
Aged (elderly)
I. Geography
Regional (e.g. Midwest, New England, Southwest, etc.)
Location (e.g. urban, suburban, rural)
Environmental (e.g. mountains, desert, coastal)

Links to good examples:

- [Google Slide](#) Example
- [Video](#) Example

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

To better understand research methods, you will analyze two academic articles on the same diversity topic which have conflicting/differing perspectives. You will explore the ways in which they are and are not examples of credible scholarship by answering the guiding questions below for each piece of literature.

1. Identify the author’s/authors’ research question.
2. Identify the hypothesis/es being tested.
3. Document at least three instances where statistical information was displayed. Where did these numbers come from? Were they believable or trustworthy?

4. 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?
5. Should findings from the study (or your own) be used to modify law? Explain your opinion.
6. What is your personal response to the author's/authors' argument?
7. In what ways does your positioning influence the way you perceive the author's/authors' argument?

3. Collecting qualitative data in the form of ethnographic field notes

Students will record ethnographic field notes that focus on your chosen diversity issue, as well as your personal reactions and experiences. You will propose a virtual environment, record ethnographic field notes, and produce a field write up in accordance with the syllabus schedule.

4. Synthesis Paper

You are to take the data that you gathered from your community partnership experience, along with your cultural autobiography and scholarship analyses, and synthesize your findings in a 4-5 page APA style paper. In your paper, you will take a position your diversity issue, acknowledging the impact of your own positioning on your perception, and defend your position with the ethnographic data you collected during your community partnership experience.

Extra Credit

State whether or not you accept extra credit assignments.

Late Work

Late submissions will be subject to a deduction of **30% per day**. It is crucial to adhere to deadlines to ensure fairness and consistency in the assessment process. Please be aware of the specified due dates for assignments, as any late submissions beyond the deadline will incur the stipulated deduction. This policy is in place to encourage timely completion of assignments and to maintain a structured and equitable learning environment.

It is the responsibility of each student to manage their time effectively and submit assignments by the designated deadline. Exceptions to this policy may be considered in extenuating circumstances, such as documented medical emergencies or unforeseen personal challenges. In such cases, students are required to communicate with the instructor as soon as possible to discuss possible accommodations.

It is advisable to plan ahead and submit your work on time to maximize your learning experience and academic success. If you have any questions or concerns regarding this policy, please feel free to reach out to the instructor for clarification.

Note: This policy is subject to change at the discretion of the instructor, and any updates will be communicated to the students in a timely manner.


Make Up Work/Tests

State whether or not you will allow students to make up missed assignments and tests, and any conditions you stipulate.

Important Dates

Last day for term schedule changes: Check date on [Academic Calendar](#).

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

Last Day to drop with a grade of "W:"  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.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

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.

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 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

Plagiarism is a serious academic offense and goes against the principles of integrity and originality that are essential in an educational setting. In this course, we uphold a zero-tolerance policy towards plagiarism and the use of AI-generated content without proper attribution. It is crucial that all students understand and adhere to this policy to maintain the academic integrity of the course.

Plagiarism is the act of presenting someone else's work, ideas, or intellectual property as one's own without appropriate acknowledgment. This includes, but is not limited to, copying and pasting from online sources, using another student's work, paraphrasing without proper citation, and using AI-generated content without proper attribution.

The use of AI-generated content is not permitted in this course, unless explicitly specified by the instructor. If the use of AI-generated content is allowed for specific assignments, students must disclose this fact and provide appropriate attribution to the AI tool used. **Grammarly is permitted however, you must upload both your original draft (clearly labeled) and the Grammarly revised version for comparisons.**

Self-plagiarism refers to submitting work for credit that is the same or substantially similar to work prepared or submitted for another course, without appropriate citation. This includes reusing previous assignments, papers, presentations, or other submissions without instructor approval. Self-plagiarism gives the impression of original work, when in fact the content has already been submitted for assessment elsewhere.

Students should be aware that turning in the same or similar papers for multiple classes violates academic integrity, unless expressly authorized by the instructor. To avoid self-plagiarism, communicate openly with your instructor about building on existing work or repurposing prior submissions. Provide proper citations for any previous work referenced. Unless the instructor indicates otherwise, all assignments submitted for this course must be newly prepared by you and you alone for this specific class.

Any instance of plagiarism, AI generated content, and/or self-plagiarism will be subject to disciplinary action in accordance with the Academic Integrity Policy outlined in the [Student Handbook](#).

By enrolling in this course, you acknowledge and agree to comply with this plagiarism and AI-generated content policy, understanding the importance of academic integrity in our learning community.

Inclement Weather

Activity	Recommendation
Face-to-face or hybrid courses	Indicate in a syllabus statement whether the course will shift to fully online in inclement weather. A shift to online is not required, but is permitted as long as you describe your inclement weather practices in class and in your syllabus.
Online courses	Fully online courses may continue as scheduled, but should communicate course practices in syllabus statements and news items on D2L.
Graded assessments	If assessment deadlines coincide with the closure dates, Academic Affairs recommends delaying the deadline until after the campus reopens. A syllabus statement should state if deadlines will stand during closure.

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](#).

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 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."](#)

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 or Module	Activities/Assignments/Exams	Due Date
Week 1 7/8-7/14	<ol style="list-style-type: none"> 1. Read: Textbook Chapter 1 2. Complete Writing Assignment #1 3. Read: Textbook Chapter 2 4. Complete Writing Assignment #2 5. Weekly Quiz due by Sunday 11:30pm 	<p>Writing Assignment #1 Due by 7/14 @11:30pm</p> <p>Writing Assignment #2 Due by 7/14 @11:30pm</p> <p>Week 1 Quiz due 7/14 @11:30pm</p>
Week 2 7/11-7/17	<ol style="list-style-type: none"> 1. Read: Textbook Chapter 3 2. Complete Google Form Attitude Inventory 3. Key Assignment #1 Cultural Autobiography 4. Weekly Quiz due by Sunday 11:30pm 	<p>Key Assignment #1 Cultural Autobiography Due by 7/21 @ 11:30pm</p> <p>Week 2 Quiz due 7/21 @ 11:30pm</p>
Week 3 7/18-7/24	<ol style="list-style-type: none"> 1. Read: Textbook Chapter 5 2. Review Research 101 Module 3. Key Assignment #2 Argument Analysis 4. Weekly Quiz due by Sunday 11:30pm 	<p>Key Assignment #2 Argument Analysis Due by 7/28 @ 11:30pm</p> <p>Week 3 Quiz due 7/28 @ 11:30pm</p>

<p>Week 4 7/25-7/31</p>	<ol style="list-style-type: none"> 1. Read: Textbook Chapter 9 2. Complete Writing Assignment #3 3. Read: Textbook Chapter 10 4. Key Assignment #3 Field Work 5. Weekly Quiz due by Sunday 11:30pm 	<p>Virtual Field work Proposal due 7/30 @ 11:30pm</p> <p>Key Assignment #3 Field Work Due by 8/4@ 11:30pm</p> <p>Writing Assignment #3 Due by 8/4@ 11:30pm</p>
<p>Week 5 8/1-8/4</p>	<ol style="list-style-type: none"> 1. Read: Textbook Chapter 14 2. Key Assignment #4- HD Portfolio Assignment (D2L and TK20) 3. Weekly Quiz due by Thursday 11:30pm 	<p>Key Assignment #4 Synthesis Paper Due by 8/8 @ 11:30pm</p> <p>Week 5 Quiz due 8/8 @ 11:30pm</p>

Course Schedule