



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

Contact Information

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Email is my preferred method of communication.

I will respond to emails within in 24 hours during the weekday. Please expect a 48 hour response on weekends and holidays.

If you need to contact me via phone or Zoom, please email me your phone number and I will schedule a time to connect with you.

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:

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

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

Academic Policies

Student Handbook

Refer to: [Student Handbook 2019-2020](#)

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Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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

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 | Actual Earned Points* |
|--|-----------------|-----------------------|
| Discussions | 100 | |
| Cultural Autobiography | 100 | |
| Argument Analysis | 100 | |
| Diversity Topic & Field Work Approval Form | 50 | |
| Field Notes/Summary | 100 | |
| Research Portfolio | 100 | |
| Disposition & Attitude | 50 | |
| Quizzes 5 x 10 points each | 50 | |
| Total Points | 650 | |

*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 | 585+ |
| B | 520 to 584 |
| C | 455 to 519 |
| D | 390 to 454 |
| 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 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.

Quizzes

Five quizzes will be given throughout the semester and may consist of multiple choice or true/false questions. The quizzes may be taken only once and must be taken by the deadline.

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

WCOE Policy: Professionals are dependable, reliable, and responsible. Therefore, teaching candidates are expected to be on time and in attendance at **every** class, and to stay for the **entire** class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. **Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.** Attendance and class activity participation grades will be recorded in the Dispositions category.

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 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.

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](#)

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.

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.

<https://sites.google.com/view/mortonx10/home/key-assignment-1-cultural-autobiography>

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
 3. Prezi/Flowvella
 4. Video
3. Submit your final product to D2L.

Key Assignment #2: Argument Analysis

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

1. Complete the Field Work Approval Form and Upload to D2L.
2. Wait for Approval.
3. Review the Argument Analysis Presentation on the COUN 2143 website.
4. Start researching your topic using the skills that you acquired in the Research 101.
5. 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
 - Prezi/Flowvella
 - Video (3 -5 minutes)
6. 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. Field Work is Observation Only---- do not interact with anyone.**
- 2. Review the examples below.**
- 3. Download the observation field work template and use that to take hand notes.**
- 4. Observe the same environment on at least three separate occasions for approximately 30-45 minutes per visit.**
- 5. 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.**
- 6. Try to look for patterns. Seeing nothing is just as important as seeing something- make a note of anything unusual.**
- 7. 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: Research Portfolio

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.

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 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.

HUMAN DIVERSITY COURSE SCHEDULE FALL 2020

| Week or Module | Activities/Assignments/Quizzes | Due Date |
|------------------------|---|----------------------|
| Week 1 8/22-8/29 | 1. Read: Textbook Chapter 1 2. Complete Flipgrid Discussion #1 3. Complete Quiz #1-Syllabus Quiz | Saturday at 11:59 pm |
| Week 2 8/30-9/5 | 1. Poverty and Literacy Module 2. Complete Flipgrid Discussion #2 | Saturday at 11:59 pm |
| Week 3 9/6-9/12 | 1. Read Chapter 2 2. Complete Flipgrid Discussion #3 | Saturday at 11:59 pm |
| Week 4 9/13-9/19 | 1. Read Chapter 3 2. Complete Flipgrid Discussion #4 3. Complete Quiz #2-Chapters 1-3 | Saturday at 11:59 pm |
| Week 5 9/20-9/26 | 1. Read Chapter 4 2. Complete Flipgrid Discussion #5 3. Start Key Assignment #1-Cultural Autobiography | Saturday at 11:59 pm |
| Week 6 9/27-10/3 | 1. Turn in Key Assignment #1-Cultural Autobiography | Saturday at 11:59 pm |
| Week 7 10/4-10/10 | 1. Read Chapter 5 2. Complete Flipgrid Discussion #6 3. Complete Research 101 and Plagiarism Modules 4. Complete Quiz #3-Research and Plagiarism | Saturday at 11:59 pm |
| Week 8 10/11-10/17 | 1. Read Chapter 6 2. Complete Flipgrid Discussion #7 3. Complete Diversity Topic and Field Work Approval Form 4. Complete Quiz #4-Chapters 4-6 | Saturday at 11:59 pm |
| Week 9 10/18-10/24 | 1. Start working on Key Assignment #2-Argument Analysis | |
| Week 10 10/25-10/31 | 1. Read Chapter 7 2. Complete Flipgrid Discussion #8 3. Turn in Key Assignment #2-Argument Analysis | Saturday at 11:59 pm |
| Week 11 11/1-11/7 | 1. Read Chapter 8 2. Complete Flipgrid Discussion #9 3. Start Key Assignment #3-Field Work | Saturday at 11:59 pm |
| Week 12 11/8-11/14 | 1. Read Chapter 9 2. Complete Flipgrid Discussion #10 3. Continue Key Assignment #3-Field Work 4. Complete Quiz #5-Chapters 7-9 | Saturday at 11:59 pm |

| Week or Module | Activities/Assignments/Quizzes | Due Date |
|------------------------|--|---------------------------------------|
| Week 13 11/15-11/21 | 1. Turn in Key Assignment #3-Field Work | Saturday at 11:59 pm |
| Week 14 11/22-11/28 | 1. Start Key Assignment #4-Human Diversity Portfolio | |
| Week 15 11/29-12/5 | 1. Continue to work on Key Assignment #4-Human Diversity Portfolio | |
| Week 16 12/6-12/10 | 1. Turn in Key Assignment #4-Human Diversity Portfolio | THURSDAY December 10th 11:59 pm |