



Course Syllabus: Human Diversity
COUN 2143 Section 202
Spring 2025: Jan 21- May 9

Contact Information

Instructor: Dr. Stephanie Zamora Robles
Room: Bridwell Hall 205
Days: Tuesday and Thursdays
Time: 12:30 pm-1:50 pm

Office: BH 212

Office hours:

Tuesday: 2:00-3:00 pm

Wednesday: 10:00 am -12:00 pm

Thursday: 10:00 – 12:00 pm

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Response Time: I will get back to you within 48 hours.

Catalog Description

As study of individual, family, and cultural community diversity.

Textbook & Instructional Materials

Materials will be provided.

Study Hours and Tutoring Assistance

ASC offers a schedule of selected subjects tutoring assistance. Please contact the ASC, (940) 397-4684, or visit the [ASC homepage](#) for more information.

Core Content in Accordance with TEXES Competencies

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 in Accordance with TEXES Competencies

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

Student Handbook

Refer to: [Student Handbook 2024-25](#)

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 & Points

Table 1: Points allocated to each assignment

Assignments	Points
Cultural Autobiography	200
Research Topic Proposal	100
Argument Analysis	150
Field Notes	100
Synthesis Paper	200
Reflections	160
Weekly Class Attendance, Participation & Activities	140
Total Points	1000

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

Final Grades below 70% necessitate retaking the course.

The descriptions for the research portfolio components are found above. The dispositions category includes the behaviors that demonstrate the dispositions, or attitudes, that good teachers and other professionals possess. These include, but are not limited to, turning in work on time, work being college level as

opposed to high school level, participation in discussion boards, participation in class activities, etc.

Important Dates

Last day for term schedule changes: Jan 21-24

Deadline to file for graduation: May graduation Feb 17, 2025

Last Day to drop with a grade of "W": April 30, 2025

Refer to: [Drops, Withdrawals & Void](#)

Refer to: [Academic Calendar](#) for all deadlines.

MSU-TEXAS Policies and Procedures:

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). For specific information and information regarding financial aid policies, contact the MSU business office.

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](#).

Check the MSU Academic Calendar and this semester's Schedule of Classes for important information including but not limited to: last day for term schedule

changes; deadline to file for graduation; last day to drop with a grade of “W”; change of schedule; and refund and repayment policies.

An instructor may drop a candidate any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the candidate a verbal or written warning prior to dropping the candidate from the class. An instructor’s drop of a candidate takes precedence over the candidate-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

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

Professionals are dependable, reliable, and responsible. Therefore, candidates are expected to be on time with assignment and to complete every assignment. **No late work will be accepted.** Because all assignments will be submitted online, “make up” work should not be an issue. Exceptions to this are exceedingly rare and will be considered on a case by case basis with proper documentation.

Confidentiality

As we talk in class about our experiences in the community, it is vitally important to avoid identifying specific people or groups. Also, please remember that it is unethical for you to reveal information from a class discussion outside of the class context.

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 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

Candidates are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all candidates have the opportunity to gain from time spent in this class, unless otherwise approved by the instructor, candidates are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the virtual school building or in a field experience. Inappropriate behavior in the virtual classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the candidate may receive an instructor drop with an "F" for the course.

Late Work

Assignments are expected to be turned in by the due date. Late work will receive 50% maximum credit.

Inclement Weather

Students may contact the professor for extensions on assignments if severe weather conditions impact their ability to meet deadlines.

Written Work

All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

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. All assignments must be submitted to D2L for this course and should be in a PDF unless otherwise specified in the assignment guidelines. A

minimum of 5% of the total points will be deducted for assignments not submitted through D2L.

Plagiarism

“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, authenticity, and educational purposes.” from [Student Handbook](#) . All assignments submitted in D2L will also be checked through Turn It In for originality. Assignments with more than 50% match will be given a 0.

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.

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.

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

Update as needed. Students who wish to appeal a grade should consult the [Midwestern State University Undergraduate Catalog](#).

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

Core Assessment

Core 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.

Creating a Cultural Autobiography

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 identity. 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. 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)
- J. Family Education & Literacy
 - Parent(s) education
 - Was there an emphasis on education in your family?
 - What value was placed on education/learning to read and write?
- L. Personal Literacy
 - What is your story about learning to read and write?
 - What are your strengths, and do you have any areas you are not comfortable with?
 - How have your literacy experiences shaped who you are and how you see the world?

Argument Analysis

Select 2 articles as resources to compile an APA 7th edition formatted paper about your selected topic. See the HD Portfolio Instructions and Template sheet for detail.

Field Work

Collect qualitative data using the template provided. This data will be collected using digital ethnography (watching people's behavior via the internet due to COVID 19)

Refer to our HD Portfolio Instructions and Template sheet for detail.

Synthesis Paper

You are to take the data that you gathered from your field notes, along with your cultural autobiography and academic analysis, and synthesize your findings in a 4-5 page APA style paper.