



MIDWESTERN STATE UNIVERSITY
A Member of the Texas Tech University System

Course Syllabus: Human Diversity
College of Education
COUN 2143 Section 203
Spring 2022, Jan 10–May 6

Contact Information

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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

The 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: [2021-2022 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.

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	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

Assignments

There will be 4 major assignments in this course which are described within the course assignments folder: Cultural Biography, Argument Analysis, Field Notes, 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

No extra credit assignments will be given or accepted.

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: 1/13/22

Deadline to file for graduation: May graduation 2/14/22

Last Day to drop with a grade of "W:" 3/21/22

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 to each class session for the entire class you are enrolled in according to your assigned schedule. You are also expected to ask questions, participate in class activities and discussions. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. It is the student's responsibility to make up for any missed assignments. In class activities cannot be made up. Excessive tardiness (determined by the professor) can be defined as an absence and subject to the absentee policy. ***Three instances of tardy arrival will be counted as one absence.*** In the event that a class member is absent, for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. It is impossible to provide a summary of all that takes place during any given class via email. If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. 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, unless arrangements are made by the student and approved in advance by the instructor, 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.

Any student who misses class (for any reason) remains responsible for contacting other students to obtain class materials. In the event that a class member is absent, for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. It is impossible to provide a summary of all that takes place during any given class via email. If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. 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, unless arrangements are made by the student and approved in advance by the instructor, will not be accepted for full credit.***

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%.

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. There will be online office hours announced through D2L. You should regularly check D2L, 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.

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.

COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

Other Expectations

Participation – It is not enough to just “show up”. In other words, you cannot just sit there and breathe. 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 – not just in this class but from now on – that is the nature of the classroom.

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	Jan 10-17	Introductions Syllabus Review Introductory Activities	<i>Read & prepare for next week's discussion</i>	In class activities: Class participation and presence required
2	Jan 18-24	Diversity: An Overview	<i>Diversity Consciousness Ch. 1 pp 1-32</i>	In class activities: Same as above
3	Jan 25-31	Diversity Consciousness and Success	<i>Diversity Consciousness Ch. 2 pp 33-60</i>	In class activities: Same as above Quiz #1 Ch 1 & 2 Due Jan 31
4	Feb 1-7	Cultural Autobiography	<i>Read & prepare for next week's discussion</i>	Cultural Autobiography Due Feb 3
5	Feb 8-14	What is research and how to understand it?	<i>Read & prepare for next week's discussion</i>	In class activities: Same as above
6	Feb 15-21	Personal and Social Barriers to Success	<i>Diversity Consciousness Ch. 3 pp 61-94</i>	In class activities: Same Quiz #2 Ch 3 & Research Due Feb 21
7	Feb 22-28	Developing Diversity Consciousness	<i>Diversity Consciousness Ch. 4 pp 95-124</i>	Research Topic Proposal on Template Due Feb 24
8	Mar 1-7	Communicating in a Diverse World	<i>Diversity Consciousness Ch. 5 pp 125-150</i>	In class activities: Same Quiz #3 Ch 4 & 5 Due March 7
9	Mar 8-21	Argument Analysis (<i>Spring Break March 14-18</i>)	<i>Work on Argument Analysis</i>	Argument Analysis Due March 11*
10	Mar 22-28	Field Notes	<i>Read & prepare for next week's discussion</i>	1st Hour Field Notes Due Mar 21
11	Mar 29- Apr 4	Social networking	<i>Diversity Consciousness Ch. 6 pp 151-190</i>	2nd Hour Field Notes Due Mar 28
12	Apr 5-11	Teamwork	<i>Diversity Consciousness Ch. 7 pp 191-216</i>	3rd Hour Field Notes Due April 4
13	Apr 12-18	Leadership	<i>Diversity Consciousness Ch. 8 pp 217-238</i>	Final Draft Field Notes Due April 11
14	Apr 19-25	Synthesis Paper	<i>Work on Synthesis Paper</i>	In class activities: Same Quiz #4 Ch 6, 7 & 8 Due Apr 25
15	Apr 26-29	Preparing for the Future	<i>Diversity Consciousness Ch. 9 pp 239-257</i>	Synthesis Paper due April 29
16	May 2-6	Finals Week	N/A	N/A

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

*Weekly discussion required – Lack of participation will result in points deducted from 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:

Required alignment to all applicable state/national standards (including INTASC/TEExES test framework competencies for certification courses-grad and undergraduate).

Assignment/Activity	Standard/Competency: Core Content & Core Skills
Cultural Autobiography	<p>Explain concepts such as diversity, stereotype, lifestyles, class, racism, sexism, sensitivity, tolerance, etc.</p> <p>Understand what is involved in developing wholesome self-identities</p>
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	<p>Evidence awareness and justification of the need and value of multiculturalism</p> <p>Synthesize the communication patterns of diverse populations and how they relate to interpersonal relations</p> <p>To develop a vision of society that promotes the success of all members, based on relevant knowledge and theories (Ch 2)</p>
<p>*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</p>	<p>Recognize communication patterns in self and others that enhances or inhibits the communication process</p> <p>Distinguish similarities and differences among majority and minority cultures</p> <p>Critically examine minority group contributions to American society.</p> <p>To demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects</p> <p>To serve as an advocate</p> <p>To develop multicultural awareness, gender sensitivity, and ethnic appreciation in the community</p> <p>To develop responsiveness to diverse sociological, linguistic, cultural, and other factors</p> <p>To learn to respond appropriately to diverse needs</p> <p>To communicate and work effectively with diverse groups</p> <p>To demonstrate the ability to combine impartiality, sensitivity to diversity, and ethical consideration in interactions with other</p>