



Course Syllabus: Human Diversity  
College of Gordon T. & Ellen West College of Education  
COUN 2143 Section x12  
Fall 2023  
Online

Contact Information

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Instructor Response Policy

Instructor will respond to email and voicemail once daily by 8pm each weekday and at least once over weekend and holidays.

Course Description

A 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-2022-23](#)

#### 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](#)

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.*

#### Grading & Scale

<b>Assignments</b>	<b>Percent</b>
HD Groundwork Exercises	15%
Proposal	5%
Cultural Autobiography	10%
Argument Analysis	10%
Field Notes	10%
Synthesis Paper	10%
HD Portfolio	15%
Reflections (3)	15%
Share Out Assignment	10%

#### Grades and Percentages of Final

Grade	Percentages
A	90%-100%
B	80%-89%
C	70-79%

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: August 31. Check date on [Academic Calendar](#).

Deadline to file for graduation: September 25 (December graduates) and October 2 (May graduates). Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" October 30. 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

Professionals are dependable, reliable, and responsible. Therefore, candidates are expected to be on time with assignments 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.

### 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

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.

## 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](#)

\*\*\*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?
- K. 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).

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.

### WCOE Release of Responsibility Articulation

Clinical experiences at the WCOE, including both initial clinical experiences (e.g. classroom observations) and clinical teaching, are an essential part of the

professional preparation program. Clinical experiences vary across many WCOE undergraduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of diverse settings (e.g. urban/rural, SES, special needs, race/ethnicity). WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning experience. Below are the assessments that are used across courses and programs to effectively monitor teacher candidates' progress.

#### Dispositions

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:

- Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
- Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.
- Candidates respect learners' diverse strengths and needs and are committed to using this information to plan effective instruction.
- Candidates are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic committee on program quality. The evaluation is based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

#### Data Literacy Assignment

Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data

from students. At the conclusion of Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting specific groups of students. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

### Lesson Planning

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.

Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures:

1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be...I want you to...because you will...")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in **\*bold**
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

### Unit Plan

Teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing.

## Co-Teaching

West College of Education adopts a co-teaching model for the candidates during their clinical experiences. These strategies include the following:

- One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.
- One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
- Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used.
- Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.
- Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
- Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
- Team Teaching — Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. (Adapted from Cook & Friend (1995))

## MISL- Midwestern Impact on Student Learning

Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Teachers candidates are required to plan, implement, and assess student learning within a unit of study. The Midwestern Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning in the following areas/domains: Learning Environments; Individual Development and Diversity; Collaboration; Planning Process and Content; Assessment; Strategies and Methods; Reflection; Professional Development; and Communication.

Each of the 10 areas is scored with one of 4 ratings: Exemplary 4, Competent 3, Needs Improvement 2, and Unsatisfactory 1. An overall score of 20 (meets expectations) is required for successful completion of student teaching for all teacher candidates.

The MISL is a record of candidates' ability to carefully consider all contextual factors that influence instruction and to then use those factors to plan and design a unit of instruction, including an assessment plan that can demonstrate changes in student knowledge, skills, or dispositions resulting from instruction. The MISL includes both reflexive (description of instructional decision making during the unit) and reflective components that encourage candidates to plan instruction strategically and to approach teaching in a purposeful, thoughtful, and methodical manner.

## Human Diversity

### Fall 2023 Calendar

<b>Module</b>	<b>Start Date (Monday unless noted)</b>	<b>What you should be working on</b>	<b>What is due Sunday by 11:59 PM</b>
1	August 28	Look around the class and get comfortable with expectations. Plan your calendar around assignment due dates. I do not accept late work.  HD Groundwork	Nothing
2	September 5 (Monday is holiday)	HD Groundwork	HD Groundwork Exercises
3	September 11	Proposal for HD Portfolio – use template!  Start Cultural Autobiography	Research Proposal
4	September 18	Cultural Autobiography	Cultural Autobiography
5	September 25	Start Argument Analysis (must be your approved topic articles from your proposal)	Reflection 1
6	October 2	Argument Analysis (do not forget your references)	Argument Analysis
7	October 9	Field Work	Field Work Hours 1&2 including reflections
8	October 16	Field Work	Field Work Hours 3&4 including reflections
9	October 23	Start Synthesis Paper – make sure you use all required headers	Reflection 2
10	October 30	Synthesis Paper	Synthesis Paper
11	November 6	HD Portfolio: <i>**This is required for any grade in this class besides an F</i>	HD Portfolio using the external link- <b>Must submit by November 19</b>
12	November 13	Share Out Assignment	Nothing
	November 20	Thanksgiving Break	
13	November 27	Reflection	Share Out Assignment Reflection 3

### **HD Portfolio Table of Contents:**

1. Cultural Autobiography
2. Argument Analysis
3. Field Work (hours 1-4 including reflections)
4. Synthesis Paper