Midwestern State University
Gordon T. & Ellen West College of Education

Welcome to
Human Diversity
COUN 2143
Summer 2021, Online
June 1st –July 1st
Revised May 2021; subject to change

Instructor: Dr. Dittika Gupta
Office hours: Summer office hours are not fixed. However, I would be available constantly via email or zoom. We will also be in communication via GroupMe.

Office phone**: 940-397-4269** (Please leave your name and number and I will call you back).
E-mail: dittika.gupta@msutexas.edu
I will check D2L **at least once every day Mon-Friday by 2:00pm and at least once over the weekends.** I am also happy to meet virtually through zoom or skype- so don't hesitate to ask!

How to contact me?

Use email dittika.gupta@msutexas.edu. If you sent an email through D2L, its ok – I have them forwarded to my personal email. Most importantly, I will be checking the **GroupMe** several times during the day. This will be the place to post all your queries, confusions, and questions about the course and assignments. This will not only able for us to be organized, but also help get input from peers and clarify additional questions for the class. *I will not be answering questions regarding assignments via MSU email.* In case you need to talk to me – Yes, sometimes it will help to talk than using emails – please use my office phone number (940)397-4269 and leave a message with your phone number and name. Another option is to email me your phone number and I will call you. In both situations, I will contact you as soon as possible.

Course/Catalog Description

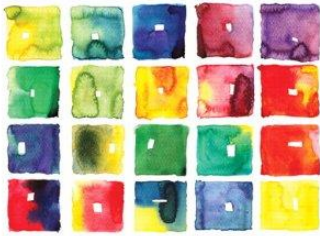This course is a study of individual, family, and cultural community diversity.

Required Text

Diversity Consciousness: Opening Our Minds to People, Cultures, and Opportunities (4th Edition) By Richard D. Bucher

WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development -** understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences -**understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment -** work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Content Knowledge -** understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content -** understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment -** understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction -** plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies -** understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply

knowledge in meaningful ways.

- **Professional Learning and Ethical Practice -** engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Leadership and Collaboration -** seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Objectives

- 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

Attendance Policy

Absence Policy -. Students should participate in all online activities of this course. It is important that students should meet all the deadlines as posted online. In case of any emergency situation (like death or illness in family and so on) it is important that the student should report the same to the professor in a timely manner. It is your course and the primary intention should be to reach the goals and acquire proficiency in the topics discussed in the course. Because this is an online summer course, **students are expected to log onto at least TWICE per week.** If this is not possible, please let your professor know. If you do not post nor respond to emails from the professor in over two weeks, you may be dropped from the course. Excessive tardiness or absence (as determined by the professor) might result in instructor-drop, if required.

Instructor-drop

As per the College policies, an instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. Instructor will give the student a verbal or written warning prior to dropping the student from the class. The instructor-drop take precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of this semester. After this period, 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.

Academic Honesty

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other author's works.

Plagiarism Statement

"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

In accordance with the law, MSU provides students with documented disabilities academic accomodations. If you are a student with a disability, please contact your instructor as well as the Disability Support Services, Clark Student Center, Room 168, Phone: 397-4140

Plagiarized or copied word will receive a grade of ZERO with no make-up allowed. **Any assignment with 30% or more plagiarized work will not be graded and will receive a grade of zero.** D2L uses turnitin.com to check for plagiarism. Use of copyrighted materials must adhere to legal and ethical guidelines. If part of an assignment is submitted for credit in more than one course, both professors must pre-approve this dual credit and the dual use should be referenced clearly on both assignments

Disability Support

As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability and are registered with the Office of Disability, please let your instructor know to expect a letter from that office describing the accommodations to which you are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

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 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.

NO late work accepted for introduction or activities. These activities are built to support understanding and also help you accomplish the goals of course and of the key assignments.

KEY ASSIGNMENTS - **Late work policy – 25% off per day per assignment** (including Saturday and Sunday) for the key assignments (cultural autobiography, argument analysis, field work, and synthesis work). So, if the assignment is for 100 points, you can make a maximum score of 75 after one day, 50 after two days, 25 after three days, and zero after 4 days if all your answers are correct. *Computer or D2L issues do not provide an excuse*. Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with D2L as it provides a primary source of communication regarding assignments, examination materials, and general course information. *Do not wait till the last minute to submit the assignment*. Dropbox is

time stamped and **any delay will be reflected in the submission**. *Time as shown by D2L will be considered with no exception.*

Course Questions: If you have questions throughout the course, please follow these three steps:
1. Consult the syllabus.
2. *Post your question on the GroupMe.*
3. Email Dr. Gupta (This should be the last option!)

Blank submissions or submitting wrong files in D2L.

Extreme care should be taken when you submit your final document. If by any chance you submit wrong file, make sure to submit the correct one as early as possible. All the dropboxes are set to accept multiple files. I will evaluate the file that you submitted. If I have to notify you that you submitted the wrong file, and allow you to resubmit it, your grade will be 75% if the resubmission is within the date I would specify in the feedback.

Academic Honestly and Plagiarism

As said before, 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 and the assignment will not be graded, given a zero, and no make-up allowed!!!

On-line Instruction

On-line courses are convenient and effective method of learning. However, online courses require organization skills. The following are some recommendations to be successful in this course:
1. Schedule at least 6 to 7 hours a week for this course.
2. Adhere to the due dates. You may turn in assignments early. Seek clarification for any concern in a timely manner.

Assessments

Students will demonstrate mastery of these objectives 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.

Grading Procedures

A	90 – 100%	Work is outstanding and exemplary
B	80 – 89%	Work that is above the minimum requirements
C	70 – 79%	Work that meets expected level of performance for most students
D	60 – 69%	Work that falls short of minimum criteria
F	59% or below	Work that falls well below the expected level of performance for most students

Graded Assignments***

Introduction/GroupMe	5 points
Activities	40 points
Cultural Autobiography	75 points
Argument Analysis	100 points
Field work	100 points
Synthesis paper	100 points
Classroom Disposition	30 points
Total Points	**450 points**

***Subject to change as per class need