



Course Syllabus: **Human Diversity**
College of Education and Professional Studies
COUN 2143-X26
Spring 2025

Contact Information

Instructor: Dr. Dittika Gupta

Office: Bridwell Hall 220 (BH 220)

Office hours: Monday 12:00pm to 2:00pm, Wednesday 1:00-3:00pm, and Friday 11:30-12:30pm. Zoom Link would be on the D2L News section or you can [click here](#) to join virtually. Due to the nature of the field classes and teaching in-person and online, office hours may change if I am at a school observing or there would be a longer wait if I am with a student in the office. I will always post updates on D2L and/or send an email about any changes in the office hours. Please feel free to send me an email or put it in on the 'Course Question Discussion board' if you need to meet outside of the office hours or for checking-in.

Office phone: (940) 397-4269

E-mail: dittika.gupta@msutexas.edu

Instructor Response Policy

All assignment questions and logistics will be communicated through the "**course question discussion board**". This discussion board will be on D2L and a place for you to post all your queries, confusions, and questions about the course. This is the **FIRST** way to contact me for any questions. This will not only allow us to be organized but also help get input from peers and clarify additional questions for the class. Peers are welcome to answer, add to the query, or follow-up.

SECOND way to contact me would be by emailing at dittika.gupta@msutexas.edu. I will try my best to answer all emails and texts within 24 hours, however you will definitely get a response within 48 hours (2 days). Any emails or texts received during weekends will not receive a response till the following Monday. No emails or texts will be answered over the weekend. Please note that I would like all the assignment queries to be directed through the course question discussion board as I will be checking that more often than my email.

The **THIRD** way would be to contact me via my office phone number (940)397-4269 and leave a message with your phone number and name in case I am not in the office, and I will contact you asap.

Textbook & Instructional Materials

There is no textbook for the course. Open Educational Resources will be used this semester. Materials and other information will be provided on D2L.

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
2. Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
3. To learn to apply concern for diversity in professional and social environments
4. Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
5. To communicate and work effectively with diverse groups
6. Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
7. To develop a vision of society that promotes the success of all members, based on relevant knowledge and theories
8. Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning, debate
9. To demonstrate the ability to combine impartiality, sensitivity to diversity, and ethical consideration in interactions with others
10. Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning

- 11.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
- 12.To develop responsiveness to diverse sociological, linguistic, cultural, and other factors
- 13.Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
- 14.To serve as an advocate
- 15.Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning, debate
- 16.To demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects
17. 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: [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 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](#)

Grading/Assessment

Table 1: Points allocated to each assignment

Assignments	Points
Introduction	20
Course Quiz	20
Discussions and Activities	50
Research Proposal	100
Cultural Autobiography	200
Argument Analysis Paper	150
Field Notes Paper	150
Synthesis Paper	200
Disposition and Participation	10
Total Points	900

Table 2: Total points for final grade.

Grade	Percentage
A	90 to 100%
B	80 to 89.99%
C	70 to 79.99%
D	60 to 69.99%
F	less than 59.99%

Assignments

There will be 5 major assignments in this course which are described within the course assignments folder: Cultural Autobiography, Research Topic Proposal, Argument Analysis, Field Notes, and Synthesis Paper. You will also receive a grade for participation in the discussion boards and/or other various activities. Information related to the participation and quizzes will be posted on D2L

Exams

There is no Mid-Term exam. Your synthesis paper will count as your Final Exam and will be turned in to TK20 as a key assessment. You must complete and submit the synthesis paper to TK20 to pass the class

Extra Credit

Extra credit maybe done depending on the flow of the class.

Late Work

Work must be turned in when it is due for full credit. Late work will only be accepted if cleared with instructor and due to an emergency. **Late work will receive a 25% deduction per day per assignment (including Saturday and Sunday)**. This means 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. *There is NO late work on discussion boards or quizzes! All this is non-negotiable!!! If there are any issues or you are confused about an assignment, contact me ***BEFORE*** the assignment is due (**at least 24 to 48 hours before the assignment is due**). Time shown on D2L, or email will be used. *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.

Make Up Work/Tests

There will be no make-up or resubmissions allowed on assignments, quizzes, discussion boards, or any other activity in class.

Important Dates

Last day for term schedule changes: January 21-24. Check date on [Academic Calendar](#).

Deadline to file for May graduation: February 17. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" March 24. 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

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member.

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. Points will be deducted for activities not completed. You will be given a verbal or written warning prior to being dropped from the class.

The instructor will give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

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

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 plagiarized assignment will not be graded, receive a zero, and no make-up allowed.**

Self-plagiarism refers to submitting work for credit that is the same or substantially similar to work prepared or submitted for another course without appropriate citation. This includes reusing previous assignments, papers, presentations, or other submissions without instructor approval. Self-plagiarism gives the impression of original work when, in fact, the content has already been submitted for assessment elsewhere. To avoid self-plagiarism, communicate openly with your instructor about building on existing work or repurposing prior submissions. Provide proper citations for any previous work referenced. Unless the instructor indicates otherwise, all assignments submitted for this course must be newly prepared by you and you alone for this specific class. **Any self-plagiarism of 30% and above is too much! Your plagiarized assignment will not be graded, receive a zero, and no make-up allowed.**

Advances in Artificial Intelligence (AI) have now provided generative and creative applications such as Chat GPT, Google Bard, Guru, Microsoft Copilot, and others. Certainly, these tools can be quite useful in the learning process; however, the content they generate does not represent the effort and learning of the student. 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. Submitting AI generated work in place of the original and genuine work of the student will be considered a form of academic misconduct. Therefore, **AI-generated submissions are not permitted and will be treated as plagiarism. Any AI generated work of 30% and above is too much! Your assignment will not be graded, receive a zero, and no make-up allowed.**

You may type a question into ChatGPT, you may not exactly copy and paste its response, and turn it in as your own. If you use ChatGPT or any AI, please use it in ways that are ethical, accurate, and useful.

Any instance of plagiarism, AI-generated content, and/or self-plagiarism will be subject to disciplinary action in accordance with the Academic Integrity Policy outlined in the Student Handbook. It's important to remember that the consequences of violating this policy are serious and can have a lasting impact on your academic record. By enrolling in this course, you acknowledge and agree to comply with this plagiarism and AI-generated content policy. Your understanding and commitment to academic integrity are crucial to our learning community

Inclement Weather

In the case of campus closure due to inclement weather, the course will follow the MSU closing and policies. The instructor will monitor and communicate with students to provide updates through the D2L news section and via the communication policy. The course schedule provides deadlines for the assignments and may be visited by the instructor as per the needs of the class.

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, two formulas (federal and state) exist in determining the amount of the refunds (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 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."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator

Sunwatcher Village Clubhouse

940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Report Form](#)

You may also file an online report 24/7 at [File Report here](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX](#)

Grade Appeal Process

Update as needed. 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.

Other Expectations

Participation

It is not enough to just "show up." In other words, you cannot just sit there and breathe. (For online classes, you should log in D2L multiple times per week if not daily to check assignments, feedback, and engage in learning, etc.) 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 – literally, GET A PLANNER!)
- 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 use foul language; all contributions should be given in an ethical manner.

Course Schedule

Week	Topic/ Activities	Assignments
Week 1 Jan 20 to Jan 26 (Jan 20-Holiday)	Getting to know the Course and each other - <i>Read the Syllabus</i> Course Introduction Introducing Yourself	Introduction Graphic – Due Jan 26th – by 11:59pm Week 1- Reflection Post (how do you define success) - Due by Jan 26th- 1159pm
Week 2 Jan 27 to Feb 2	Cultivating Self-Awareness in Relation to Diversity	Course Quiz – Due Feb 2nd- 11:59pm Cultural Encapsulation Activity Due – Feb 2nd - 11:59pm
Week 3 Feb 3 to Feb 9	Examining Personal Identities/Personal & Social Barriers to Success Cultivating Self-Awareness in Relation to Diversity	Cultural Autobiography Assignment -Due Feb 9th - 11:59pm
Week 4 Feb 10 to Feb 16	Recognizing and Addressing Implicit Bias Understanding Systems of Privilege	Library Zoom - (Extra Credit-TBA) Research Proposal Due Feb 16th - 11:59pm

Week 5 Feb 17 to Feb 23	Analyzing Power Structures and Hierarchies/ Imbalances in Society Developing Cultural Sensitivity & Diversity Consciousness	Reflection - Week 5 Due by Feb 23rd - 11:59pm.
Week 6 Feb 24 to March 2	Developing Cultural Sensitivity & Diversity Consciousness Continued Communicating in a Diverse World /Social Networking	Argument Analysis Paper Due – March 2nd --11:59pm
Week 7 March 3 to March 9	Strategies for Addressing Inequities Becoming Effective Allies and Accomplices/Building Solidarity Across Diverse Communities	Field Notes and Reflection Assignment Due – March 9th - 11:59pm
Week 8 March 10 to March 14	Spring Break!!!	Holiday ☺
Week 9 March 17 to March 21 (Finals Week)	Reflecting on Personal Growth and Learning/Developing an Action Plan for Continued Engagement	Synthesis Paper Due March 19 -11:59pm (Wednesday) <i>Note the due date!!! (March 21st is the last day of classes)</i>

*Schedule, assignments, and due dates may change as per the needs of the class

Additional Readings

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.

Bucher, R. D. (2015). Diversity Consciousness (4th Ed.). New York: Pearson.

Appendix A: Standards/Competencies

Assignment/Activity	Core Content & Core Skills
Cultural Autobiography	<ul style="list-style-type: none"> ● Explain concepts such as diversity, stereotype, lifestyles, class, racism, sexism, sensitivity, tolerance, etc. ● Understand what is involved in developing wholesome self-identities
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	<ul style="list-style-type: none"> ● Evidence awareness and justification of the need and value of multiculturalism ● Synthesize the communication patterns of diverse populations and how they relate to interpersonal relations ● To develop a vision of society that promotes the success of all members, based on relevant knowledge and theories
*Online Activities: Discussion Board Questions, Reflection, Questions, Lecture and/or Guided Reading, Videos, Assignments, and various other activities	<ul style="list-style-type: none"> ● Recognize communication patterns in self and others that enhances or inhibits the communication process ● Distinguish similarities and differences among majority and minority cultures ● Critically examine minority group contributions to American society. ● To demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects ● To serve as an advocate ● To develop multicultural awareness, gender sensitivity, and ethnic appreciation in the community ● To develop responsiveness to diverse sociological, linguistic, cultural, and other factors ● To learn to respond appropriately to diverse needs ● To communicate and work effectively with diverse groups ● To demonstrate the ability to combine impartiality, sensitivity to diversity, and ethical consideration in interactions with other