



Course Syllabus: Human Experiences
West College of Education
COUN 2143, Section 104
Fall 2025

Contact Information

Instructor: Dr. Dittika Gupta

Office: Bridwell BH 220

Student Drop-in Hours: Tuesday 11:00am-12:00pm, Wednesday -10:30-11:30am and Thursday 11:00-12:00pm and 1:00-3:00pm. I am also happy to meet outside of office hours if there is a need. Don't hesitate to contact me to find a convenient time for both of us. 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

Office phone: (940) 397-4269

E-mail: dittika.gupta@msutexas.edu

Instructor Response Policy

We will be working and communicating constantly throughout the semester. Email is great, however we will also be discussing and talking about assignments in class. 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 received during weekends will not receive a response till the following Monday. No emails will be answered over the weekend

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 perspectives shaped by individual, family, and community experiences, incorporating inquiry and research to deepen understanding.

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 & Points

Table 1: Points allocated to each assignment

Assignments	Points
Autobiography	200
Portfolio Perspective -1	75
Portfolio Perspective -2	75
Portfolio Perspective -3	75
Portfolio Perspective Complete	150
Reflections and Discussion Boards	150
Weekly Class Attendance, Participation & Activities	200
Total Points	925

***Grading points may change as per the needs of the class and students.**

Table 2: Total points for final grade.

Grade	Percentage
A	90% - 100%
B	80% - 89.99%
C	70% - 89.99%
D	60% - 79.99%
F	Less than 60%

***Note that an "A" is 90% to 100%. There will be NO rounding and grades will be calculated with two decimal points.**

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. 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 can be done in one of the following:

- Microsoft Word and turned in as an attachment in Dropbox on D2L
- A pdf 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

Assignments

There will be two major assignments in this course which are described within the course assignments folder: An Autobiography and Perspective Portfolio Assignment. You will also receive a grade for participation in the class discussion, discussion boards and/or other various activities. Information related to the participation and quizzes will be posted on D2L.

Creating an Autobiography

Explore and interrogate researcher positioning (adapted from materials by Marybeth Peebles, Marietta College):

To better understand researcher positioning, you will create an Autobiography that explores the sociocultural factors that inform your own positioning. Details will be discussed in class and also available on D2L.

Perspective Portfolio

The purpose of this portfolio is to help you develop a deeper understanding of how individual, family, and community experiences shape individual perspectives. Through critical analysis of real-world media, narratives, or case

studies, you will reflect on differing perspectives and apply course concepts to evaluate the factors influencing these perspectives.

You will curate a portfolio by first examining your own perspective and then examining different perspectives on a selected case study. For the analysis, you will:

1. Select your topic case study from the list provided by your professor.
2. Select 3 sources representing a distinct perspective about your selected case study(e.g., news articles, opinion pieces, documentaries, podcasts, interviews, or personal narratives). One must be a research article.
3. Provide a brief summary of the source.
4. Analyze the source by examining its motivations, values, and societal influences, considering the author's purpose, audience, and underlying themes.
5. Apply course concepts to interpret the motivations and values behind the perspective.
6. Reflect on how this analysis challenges, reinforces, or expands your own perspective.
7. Formatting should be 12 point Times New Roman font, double spaced. All length requirements exclude the title page and reference page.

Exams

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

Extra Credit

Extra credit may be 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: August 26-29. Check date on [Academic Calendar](#).

Deadline to file for graduation: September 23. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" November 25. 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 D2L 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.*

****Do not wait till the last minute to submit the assignment. Delays or sending through email will be counted late!***

Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Again, 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

Absence Policy - Students are expected to be on time and in attendance at ****every**** class, and to stay for the ****entire**** class. *Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. ****Candidates will receive a ten-point deduction in overall grade with every third tardy.***

After an absence from the course, it is imperative that a student schedule an appointment with the course instructor to discuss attendance. Failure to schedule and attend a conference will result in the loss of classroom participation and disposition points and also in the overall grade being lowered by one letter. **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.**

Online Computer Requirements

As mentioned above, 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 a 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!!

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

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes but is not limited to pagers and cell phones. In the classroom or during virtual meetings, cell phones need to be put away so that they do not disrupt the learning environment for you and others. Inappropriate behavior in the 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 student may receive an instructor drop with an "F" for the course.

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.***

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.

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 takes 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.

Inclement Weather

In the case of campus closure due to inclement weather, updates will be shared through GroupMe and posted in the News section. The class will follow MSU's official guidance regarding closures and weather-related disruptions.

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."](#)

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 Reporting Form](#)

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 Website](#)

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.

Grade Appeal Process

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

Course Schedule

Disclaimer Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor to meet the needs of the class appropriately. ***All assignments are due by 11:59pm on Wednesday or Thursday**

Please see the attached document for a detailed course schedule.

Week & Dates	Topics Covered	Activities/Assignments
Week 1 Aug 26-28	<ul style="list-style-type: none"> Syllabus and Course Expectations Getting to Know each other Defining diversity 	Getting to know each other Discussions of Assignments Defining Success Reflection Due
Week 2 Sept 2-4	<ul style="list-style-type: none"> Developing Cultural Sensitivity and Diversity Consciousness Recognizing and addressing Implicit Bias 	Assignment Due: Sept 3 rd (Wednesday)- 11:59pm Danger of a Single Story - Reflection #1 due <i>No class on Tuesday</i>
Week 3 Sept 9-11	<ul style="list-style-type: none"> Understanding System of Privileges Cultivating Self-Awareness in Relation to Diversity 	Assignment Due: Sept 14 th (Sunday) – 11:59pm Reflection #2 due
Week 4 Sept 16-18	<ul style="list-style-type: none"> Cultivating Self-Awareness in Relation to Diversity Examining Personal Identities and social Awareness 	Assignment Due: Sept 17 th (Wednesday) – 11:59pm Reflection #3 due
Week 5 Sept 23-25	<ul style="list-style-type: none"> <i>Work week for Autobiography Assignment</i> 	Assignment Due: Sept 28 th (Sunday)-11:59pm Autobiography Assignment Due
Week 6 Sept 30-Oct 2	<ul style="list-style-type: none"> Communicating in a Diverse World/Social Networking Discussion of Perspective Portfolio 	<i>Guest Speakers- TBA</i> Assignment Due: Oct 5 th (Sunday)- 11:59pm Case Study proposal Due
Week 7 Oct 7-9	<ul style="list-style-type: none"> Analyzing Power Structures and Hierarchies/ Imbalances in Society Discussion of Perspective Portfolio continues 	<i>Guest Speakers- TBA</i> Assignment Due: Oct 8th (Wednesday) – 11:59pm Reflection #4 due
Week 8 Oct 14-16	<ul style="list-style-type: none"> <i>Work week for Perspective Portfolio Part 1 (Research)</i> 	Assignment Due: Oct 19 th (Sunday) -11:59pm Perspective Portfolio Part -1
Week 9	<ul style="list-style-type: none"> Recognizing and Addressing Implicit Bias 	<i>No assignments due this week. Mid-semester discussion</i>

Week & Dates	Topics Covered	Activities/Assignments
Oct 21-23	<ul style="list-style-type: none"> Analyzing Imbalances in Society 	
Week 10 Oct 28-30	<ul style="list-style-type: none"> <i>Work week for Perspective Portfolio Part 2 (Choice)</i> 	Assignment Due: Nov 2 nd (Sunday) -11:59pm Perspective Portfolio Part-2 Due
Week 11 Nov 4-6	<ul style="list-style-type: none"> Leadership & Teamwork 	Assignment Due: Nov 5th (Wednesday) – 11:59pm Reflection #5 due (Leadership Style)
Week 12 Nov 11-13	<ul style="list-style-type: none"> <i>Work week for Perspective Portfolio Part 3 (Field)</i> 	Assignment Due: Nov 2 nd (Sunday) -11:59pm Perspective Portfolio Part-3 Due
Week 13 Nov 18-20	<ul style="list-style-type: none"> Reflecting on Personal Growth and Learning 	Assignment Due: Nov 19th (Wednesday) – 11:59pm Reflection #6 due
Week 14 Nov 25-27	Thanksgiving Week!	Enjoy the Break!
Week 15 Dec 2-4	<ul style="list-style-type: none"> Course Wrap Up Reflecting on Personal Growth and Learning Continues 	No Assignments this week. <i>Use this time to start working on your Perspective Portfolio Assignment</i>
Week 16 Dec 9-11	<ul style="list-style-type: none"> <i>Work time on Tuesday and Thursday for the Perspective Portfolio Assignment</i> 	Assignment Due: Dec 11 th (Thursday)- 11:59pm Synthesis Paper (Extra Day Given) *Note the change of date due to finalizing grades on time

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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.