



**MIDWESTERN STATE UNIVERSITY**  
**A Member of the Texas Tech University System**

**Course Syllabus: Human Diversity**  
**Gordon T. & Ellen West College of Education**  
**COUN 2143 Section X11**  
**Spring 2024, August 26 – December 13**

**Contact Information**

<p><b><u>Instructor:</u></b> Mrs. Angie Bullard <b><u>Office:</u></b> Bridwell 210 <b><u>Office Phone:</u></b> 940-397-4136 <b><u>E-mail:</u></b> <a href="mailto:angela.bullard@msutexas.edu">angela.bullard@msutexas.edu</a></p>	<p><b><u>Office hours:</u></b> Tuesday 11:00 am – 12:30 pm Wednesday 11:30 am – 1:30 pm Thursday 11:00 am – 12:30 pm *Other times available by request</p>
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**Instructor Response Policy**

The best way to contact me is through email. 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 business days). Any emails or texts received during weekends will receive a response the following Monday.

**Textbook & Instructional Materials**

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

**Course Description**

A study of individual, family, and cultural community diversity.

**Course Content and Skills**

**Core Content**

1. Explain concepts such as diversity, stereotype, lifestyles, class, racism, sexism, sensitivity, tolerance, etc.
2. Critically examine minority group contributions to American society.
3. Demonstrate an awareness of the cultural experience of ethnic/diverse groups other than his/her own
4. Understand what is involved in developing wholesome self-identities
5. Evidence awareness and justification of the need and value of multiculturalism
6. Distinguish similarities and differences among majority and minority cultures
7. Recognize communication patterns in self and others that enhances or inhibits the communication process
8. Synthesize the communication patterns of diverse populations and how they relate to interpersonal relations
9. Summarize scholarly resources related to diversity

## **Core Skills**

1. To learn to respond appropriately to diverse needs.  
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
2. To learn to apply concern for diversity in professional and social environments  
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
3. To communicate and work effectively with diverse groups  
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
4. To develop a vision of society that promotes the success of all members, based on relevant knowledge and theories  
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning, debate
5. To demonstrate the ability to combine impartiality, sensitivity to diversity, and ethical consideration in interactions with others  
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
6. To develop multicultural awareness, gender sensitivity, and ethnic appreciation in the community  
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
7. To develop responsiveness to diverse sociological, linguistic, cultural, and other factors  
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
8. To serve as an advocate  
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning, debate
9. To demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects  
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning, debate

### **Study Hours and Tutoring Assistance**

The TASP offers a schedule of selected subjects tutoring assistance. Please contact the TASP, (940)397-4684, or visit the ASC homepage for more information. [Tutoring & Academics Supports Programs](#)

### **Student Handbook**

Refer to: [Student Handbook](#)

### **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

## AI / Chat GPT

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.

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, you must disclose this somewhere in your assignment. If you use ChatGPT or any AI, please use it in ways that are ethical, accurate, and useful.

## Grading/Assessment

**Table 1: Points allocated to each assignment**

Assignments	Points
Cultural Autobiography	200
Research Topic Proposal	100
Argument Analysis	200
Field Notes	100
Synthesis Paper	100
Quizzes (4)	100
Discussion Boards	200
<b>Total Points</b>	<b>1000</b>

**Table 2: Total points for final grade.**

Grade	Points
A	900 to 1000
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

### Assignments

There will be 4 major assignments in this course which are described within the course assignments folder: Cultural Autobiography, Argument Analysis, Field Notes, and Synthesis Paper. There will be weekly discussion boards to complete as well. Discussion boards cannot be made up and must be completed by due dates.

### Quizzes

You will have quizzes throughout the semester that combine chapter information.

They will be open book. **YOU MUST HAVE THE TEXTBOOK FOR THIS CLASS.**

### Mid-Term and Final Exam

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 cannot pass this class without submission of your key assessment.

### Extra Credit

No extra credit assignments will be given or accepted.

### Late Work

Work must be turned in when it is due for full credit. Late work will only be accepted if cleared with instructor and due to an emergency.

## Important Dates

**Last day for term schedule changes:** 8/29/2024

**Deadline to file for graduation: December graduation** 9/23/2024

**Last Day to drop with a grade of “W:”** 11/25/2024 by 4 PM

Refer to: [Drops, Withdrawals & Void](#)

Refer to the [Academic calendar](#) for more details.

## Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

***Please note:*** *This class requires you to have access to a computer (with Internet access) to complete weekly activities, check for class news updates, have access to materials, instructions, resources and to upload your assignments in D2L. It is your responsibility to have (or have access to) a working computer in this class. Assignments are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time for submission. Each time you log into D2L is documented. You should open D2L often to reference content, materials, and updates.*

*Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline!! There are many places to access your class! If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).*

## Attendance

Students are expected to log into D2L at least 3 times per week. This demonstrates the student is dependable, reliable, and responsible. Students are also expected to participate in all class activities and discussions each week. If a student fails to log in each week, this is considered evidence of a lack of dependability, and is taken seriously. It is the student's responsibility to make up for any missed assignments. Discussion boards cannot be made up.

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. If a student is unable to participate, they have the responsibility to contact the instructor to turn in assignments. 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 D2L well in advance of the specific date. Late work, unless arrangements are made by the student and approved in advance by the instructor, will not be accepted for full credit. ***Participation points will be deducted for a lack of weekly participation.*** You will be given a verbal or written warning prior to being dropped from the class.

***Note: Late work will not be accepted for full credit unless arrangements are made by the student and approved in advance by the instructor.***

As previously mentioned, cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of

crediting, or the submission for credit of work not the individuals to whom credit is given) will not be considered. Turnitin is used for the written assignments and D2L directly syncs with it (the student does not have to do anything). Each student will be able to see the plagiarism percentage and is welcome to make changes and resubmit **BEFORE** the due date. **Any plagiarism of 30% and above is too much! The assignment will be reduced by one letter grade for anything above 30%.**

### **Important Course Information**

I will use D2L for posting the syllabus, course communication, course schedule, attendance, and gradebook. There will be online office hours announced through D2L. You should check D2L at least three times per week.

#### Expectations for written work:

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
- Written assignments can be done in one of the following:
  - Microsoft Word and turned in as an attachment in dropbox on D2L
  - PDF Document and turned in as an attachment in dropbox on D2L
  - Google doc with the share link submitted to D2L (Make sure share settings are set to “anyone with the link can view or edit”)
- 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.

### **Inclement Weather**

In the case of campus closure due to inclement weather, key decision-makers will monitor weather projections and communicate with local news agencies and WFISD leadership to make a delay or cancellation decision. The timeline is as follows:

<b>Event</b>	<b>Time</b>	<b>Day</b>	<b>Decision</b>
Inclement weather occurs during regular work/class day	3:30 PM	Day of inclement weather	Cancel classes/events after 5 PM
Overnight inclement weather expected	8 PM	Day before inclement weather	Close campus or delay opening
Delay called the day before but change to closure due to the extent of weather impact	6:15 AM	Day of delay	Close campus
No cancellation or delay decision made the night before	5:30 AM	Day after no decision made the night before	Close campus or delay opening

Delay/closure times are as follows:

- MWF class day: Delay to either 10 AM or 11 AM; all classes prior to opening do not meet.
- Tu/Th class day: Delay to 11 AM; all classes prior to opening do not meet
- Saturday or Sunday: Delay to either 10 AM or 11 AM; classes may start after campus is open.

**Notification processes** - Notification occurs through official campus channels and in communication with the local news networks. MSU channels include MSU Alert, MSU Safety app, Postmaster, and website headers. MSU Police and the Office of Marketing and Public Information. Information for all channels can be found at [MSU Ready](#).

Activity	Recommendation
Face-to-face or hybrid courses	Indicate in a syllabus statement whether the course will shift to fully online in inclement weather. A shift to online is not required, but is permitted as long as you describe your inclement weather practices in class and in your syllabus.
Online courses	Fully online courses may continue as scheduled, but should communicate course practices in syllabus statements and news items on D2L.
Graded assessments	If assessment deadlines coincide with the closure dates, Academic Affairs recommends delaying the deadline until after the campus reopens. A syllabus statement should state if deadlines will stand during closure.

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

#### **Students with Disabilities:**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from the University's Disability Support Services (DSS) Office during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation(s) to a student until appropriate verification from DSS has been provided.

### **College Policies**

#### **Campus Carry Rules/Policies**

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.

Refer to: [Campus Carry Rules and Policies](#)



### **Smoking/Tobacco Policy**

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

### **Alcohol and Drug Policy**

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### **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](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 on the [Sexual Misconduct Report 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 the [MSU Sexual Misconduct Resource Page](#).

### **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 indoors among groups of people, regardless of vaccination status. Although MSU Texas does not currently require facial coverings, they have been an effective strategy in slowing the spread.

### **Other Expectations**

**Participation** – It is not enough to just “show up.” In other words, you cannot give a minimal contribution to the discussion board and gain full credit overall. Be prepared to discuss the assigned chapters, contribute appropriately, and encourage the participation of your peers.

**Preparation** – Complete all assignments on time. Complete readings assigned in order 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 talk while others are talking; do not use foul language; behave in an ethical manner.

### **Grade Appeal Process**

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

### **Notice**

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.



## COUN 2143-X11 Course Schedule

<b>Dates</b>	<b>Topics/Focus/Reading</b>	<b>Assignment Due</b>
Week 1 8/26-9/2	Introductions Syllabus Review Introductory Activities <i>Read &amp; prepare for next week's discussion</i>	<i>Discussion Board</i> <i>(See discussion guidelines for details and requirements)</i> <b>Due Fri 8/30</b> Initial Discussion Board Post <b>Due Tues 9/3 (Since Monday is a holiday)</b> Introduction Presentation <b>and</b> Discussion Board Responses to Classmates
Week 2 9/3-9	Introduction Cultural Autobiography Diversity: An Overview <i>Read Diversity Consciousness Textbook</i> <i>Ch. 1 pp 1-32</i>	<b>Due Fri 9/6</b> Initial Discussion Board Post(s) <b>Due Mon 9/9</b> Discussion Board Responses to Classmates
Week 3 9/10-16	Work on Cultural Autobiography No Discussion this week	<b>Due Mon 9/16</b> Cultural Autobiography
Week 4 9/17-23	Diversity Consciousness and Success <i>Read Ch. 2 pp 33-60</i>	<b>Due Fri 9/20</b> Initial Discussion Board Post(s) <b>Due Mon 9/23</b> Discussion Board Responses to Classmates <b>Recommended: Quiz #1 Ch 1 &amp; 2 (All quizzes due 11/26)</b>
Week 5 9/24-30	Introduction – Research Topic Proposal What is research & how do I understand it?	<b>Due Fri 9/27</b> Initial Discussion Board Post(s) <b>Due Mon 9/30</b> Discussion Board Responses to Classmates
Week 6 10/1-7	Personal and Social Barriers to Success <i>Read Ch. 3 pp 61-94</i>	<b>Due Fri 10/4</b> Initial Discussion Board Post(s) <b>Due Mon 10/7</b> Discussion Board Responses to Classmates <b>Recommended: Quiz #2 Ch 3 &amp; Research (Due 11/26)</b>
Week 7 10/8-14	Work on Research Topic Proposal Developing Diversity Consciousness <i>Read Ch. 4 pp 95-124</i>	<b>Due Fri 10/11</b> Initial Discussion Board Post(s) <b>Due Mon 10/14</b> Discussion Board Responses to Classmates <b>and</b> Research Topic Proposal on Template
Week 8 10/15-21	Introduction Argument Analysis Communicating in a Diverse World <i>Read Ch. 5 pp 125-150</i>	<b>Due 10/18</b> Initial Discussion Board Post(s) <b>Due Mon 10/21</b> Discussion Board Responses to Classmates <b>Recommended: Quiz #3 Ch 4 &amp; 5 (Due 11/26)</b>
Week 9 10/22-28	Introduction to Field Notes Social networking <i>Read Ch. 6 pp 151-190</i>	<b>Due Fri 10/25</b> Initial Discussion Board Post(s) <b>Due Mon 10/28</b> Discussion Board Responses to Classmates
Week 10 10/29-11/4	Work on Argument Analysis No Discussion this week	<b>Due Monday 11/4</b> Argument Analysis
Week 11 11/5-11	Teamwork <i>Read Ch. 7 pp 191-216</i>	<b>Due Fri 11/8</b> Initial Discussion Board Post(s) <b>Due Mon 11/11</b> Discussion Board Responses to Classmates
Week 12 11/12-18	Leadership <i>Read Ch. 8 pp 217-238</i>	<b>Due Fri 11/15</b> Initial Discussion Board Post(s) <b>Due Mon 11/18</b> Discussion Board Responses to Classmates
Week 13 11/19-25	Work on Field Notes Introduction to Synthesis Paper Synthesis Paper Acknowledgement	<b>Due Fri 11/22</b> Initial Discussion Board Post(s) <b>Due Mon 11/25</b> Discussion Board Responses to Classmates <b>and</b> Field Notes <b>and</b> Synthesis Paper Acknowledgement <b>Due Tues 11/26 Quizzes 1 through 4</b>
Week 14 11/26- 12/2	Preparing for the Future <i>Read Diversity Consciousness</i> <i>Ch. 9 pp 239-257</i>	<b>Due Mon 12/2</b> Initial Discussion Board Post ONLY <i>Thanksgiving Holiday 11/27-29</i>
Week 15 12/3-9	Wrap Up Synthesis Paper MUST be turned in to TK20 to get credit for this class.	<b>Due Mon 12/9</b> Reflection Assignment <b>and</b> Synthesis Paper to TK20
Week 16 12/9-13	Finals Week	<b>There is NO FINAL –</b> <b>Synthesis Paper</b>

**Additional Readings (not required):**

Adams, M., Blumenfeld, W, Catalano, D., Dejong, K., Hackman, H., Hopkins, L., Love, B., Peters, M., Slasko, D. & Zuniga, X. (2018). *Readings for Diversity and Social Justice*. New York: Routledge.

**Appendix A:  
Not applicable – See Appendix A**

**Appendix B:  
Required assignment/standard alignment matrix**

Assignment/Activity	Standard/Competency: Core Content & Core Skills
Cultural Autobiography	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	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 (Ch 2)
<p>*Discussion Board Activities: Diversity Discussion(Ch 1), Values Lesson (Ch2), Barriers Activity (Ch 3), Inequality activity (Ch 4), Communication Microaggression activity (Ch 5), Social Media activity (Ch 6), various other activities</p> <p>*Learning Activities: class discussion, lecture (via video), guided reading, guest speakers (via video), case studies, peer practice, experiential learning, debate, and role playing</p>	<p>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</p>