



Course Syllabus: Human Diversity
College of Education
COUN 2143 Section 101
Fall 2021, Aug 22-Dec 11

Contact Information

Professor: Dr. Stephanie Zamora-Robles

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Class Hours:

Tuesdays and Thursdays

9:30-10:50AM

Location: Bridwell Hall, RM 109

Office Hours/Student Support:

M 10am-12pm, T 11am-12pm, W 4pm-5:30pm, Th 1pm-2pm

Instructor Response Policy

The best way to contact me is through email. I usually respond quickly. You can expect a response within 24 hours, however, it could be a little longer on weekends or holidays.

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
- 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
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
- 4.** To communicate and work effectively with diverse groups
- 5.** Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
- 6.** 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
- 7.** 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
- 8.** 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
- 9.** 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
- 10.** To serve as an advocate
- 11.** Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning, debate
- 12.** 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: [2020-2021 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](#)

Grading/Assessment

Table 1: Points allocated to each assignment

Assignments	Points
Cultural Autobiography	200
Research Topic Proposal	100
Argument Analysis	200
Field Notes	200
Synthesis Paper	200
Weekly Class Participation	100
Total Points	1000

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

Various Assignments

There will be 4 major assignments in this course which are described within the course assignments folder: Cultural Biography, Argument Analysis, Field Notes, Synthesis Paper.

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 in emergency situations that have been cleared by Dr. Robles. This means only illness or family emergency.

Important Dates

Last day for term schedule changes: 8/26/21

Deadline to file for graduation: December graduation 9/27/21

Last Day to drop with a grade of "W:" 10/25/21

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

Face to Face Class: You are expected to attend each class session for the class you are enrolled in according to your assigned schedule. *Participation points will be deducted for each absence.*

Important Course Information

Face to Face Class: Direct, lecture-based instruction and course materials will be available, we will do activities each week in the face-to-face class (such as small group work, problem solving, discussion, etc.). The class will meet in its regularly scheduled room all scheduled days.

Online Class:

I will use D2L for posting syllabi, course communication, course schedule, attendance, and gradebook. There will be some online office hours announced through D2L. You should regularly check D2L and the email hosted via D2L for important course information. Please refer to discussion guidelines for weekly discussion assignments.

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 should be done in Microsoft Word and 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.

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](#).

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 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.

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](#)

Notice

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

Face to Face Course Schedule

Week	Dates	Topics/Focus	Reading*	Assignment Due
1	Aug 23-26	Introductions Discussion Guidelines Introductory Activities	<i>Read & prepare for next week's discussion</i>	In class activities: Class participation and presence required
2	Aug 30 – Sept 2	Diversity: An Overview	<i>Diversity Consciousness Ch. 1 pp 1-32</i>	In class activities: Class participation and presence required
3	Sept 6-9	Diversity Consciousness and Success	<i>Diversity Consciousness Ch. 2 pp 33-60</i>	In class activities: Class participation and presence required
4	Sept 13-16	Personal and Social Barriers to Success	<i>Diversity Consciousness Ch. 3 pp 61-94</i>	In class activities: Class participation and presence required
5	Sept 20-23	Cultural Autobiography	<i>Read & prepare for next week's discussion</i>	Cultural Autobiography Due September 23
6	Sept 27-30	Developing Diversity Consciousness	<i>Diversity Consciousness Ch. 4 pp 95-124</i>	In class activities: Class participation and presence required
7	Oct 4-7	What is research and how to I understand it?	<i>Read & prepare for next week's discussion</i>	Research Topic Proposal Due October 7
8	Oct 11-14	Communicating in a Diverse World	<i>Diversity Consciousness Ch. 5 pp 125-150</i>	In class activities: Class participation and presence required
9	Oct 18-21	Social networking	<i>Diversity Consciousness Ch. 6 pp 151-190</i>	Argument Analysis Due October 21
10	Oct 25-28	Argument Analysis	<i>Read & prepare for next week's discussion</i>	In class activities: Class participation and presence required
11	Nov 1-4	Teamwork	<i>Diversity Consciousness Ch. 7 pp 191-216</i>	In class activities: Class participation and presence required
12	Nov 8-11	Leadership	<i>Diversity Consciousness Ch. 8 pp 217-238</i>	In class activities: Class participation and presence required
13	Nov 15-18	Preparing for the Future	<i>Diversity Consciousness Ch. 9 pp 239-257</i>	Field Notes Due Nov 18
14 & 15	Nov 22-23 29- Dec 2	Presentations	N/A	Synthesis Paper due Dec 2
16	Dec 6-10	Finals Week	N/A	N/A

*** Reading for the week should be completed before class on Tuesday.**

***Weekly discussion required – Lack of participation will result in points deducted from participation grade**

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.