



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

Course Syllabus: Human Diversity  
College of Education  
COUN 2143 Section X30  
Summer 2022: July 5-Aug 4

#### Contact Information

**Instructor:** Dr. Stephanie Zamora Robles

**Office:** Bridwell 212

**Office hours:** By Appointment. Due to this being an online class in the summer, office hours will be by appointment. I can schedule face-to-face or zoom meeting times.

**Office phone:** (940) 397-8984

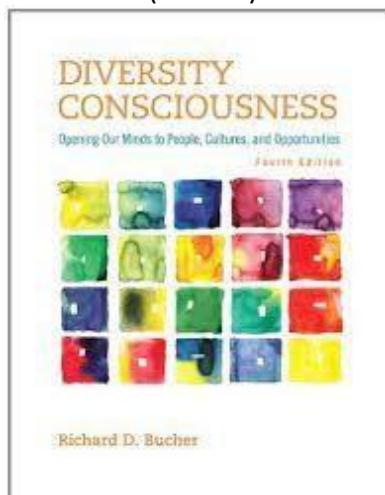
**E-mail:** [stephanie.robles@msutexas.edu](mailto:stephanie.robles@msutexas.edu)

#### 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 with any questions. This allows us to communicate in an organized manner and allows others in the class to get input from peers and clarify additional questions for the class. Peers are welcome to answer, add to the query, or follow up. The SECOND way to contact me would be by emailing @ [stephanie.robles@msutexas.edu](mailto:stephanie.robles@msutexas.edu). I will respond within 24 hours of receiving your email. I will also include a zoom link that we can use throughout the course if needed.

#### Required 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 enhance 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: 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: discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
3. To communicate and work effectively with diverse groups  
Learning Activities: 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: 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: 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: 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: discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
8. To serve as an advocate  
Learning Activities: 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: 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: [2021-2022 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
Getting to Know You Introduction (15 points) + Response (10 points)	25
Quizzes x2	200
Discussion Boards x2	150
Cultural Autobiography	150
Argument Analysis	150
Field Notes	100
Synthesis Paper	200
Weekly Class Attendance, Participation & Activities	25
<b>Total Points</b>	<b>1000</b>
Assignment Punctuality No late assignments - Extra Credit	10

## Grading/Assessment

Table 2: Total points for final grade.

Grade	Points
A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
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.

## Assignments

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

## Quizzes

You will have two quizzes throughout the summer semester that combine chapter information. They will be open book. **YOU WILL NEED THE TEXTBOOK REQUIRED FOR THIS CLASS.**

## Mid-Term and Final Exam

There is no Mid-Term exam. Your synthesis paper will count as your Final Exam.

## Extra Credit

Extra credit will be conducted as per the needs of the class.

## Late Work

Late submissions will be determined by D2L. Please understand that D2L does not consider holidays or weekends. For example, if the due date of a particular assignment were 11:30 pm, 6/5/2022, and you submitted the assignment at 11:31 pm, 6/5/2022, the D2L dropbox will mark your assignment as ONE day late. **I will go by the D2L decision and will consider your assignment ONE day late.** To avoid missing the due date by such hairline margins, I advise you to submit the assignment well ahead.

**Ten points will be deducted from the total grade each day the assignment is late (including Saturday and Sunday).** If the assignment is for 100 points, you can make a maximum score of 90 after one day, 80 after two days, 70 after three days, and so on if all your answers are correct. **There is NO late work on discussion boards, surveys, or zoom meetings.** If there are any issues/confusion, contact me **BEFORE** the assignment is due.

NOTE: *Computer or D2L issues do not provide an excuse.* Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with D2L as it provides a primary source of communication regarding assignments, examination materials, and general course information. 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.*

### Important Dates

Deadline to file for graduation: June 27<sup>th</sup>

Last Day to drop with a grade of "W:" July 20<sup>th</sup> before 4 pm

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.

***Please note: 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 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 should participate in all classes. Logging into D2L at least twice a week and working diligently on assignments will be considered your attendance for the week. In case of an emergency that will not allow you to log on to D2L, please let me know as early as possible. One week's absence will result in a loss of 50 points from your earned points. Two weeks' absences will result in 100 points loss, contact to the advisor, and an alert being issued to student services. Excessive absences might also result in instructor drop if required. ***Late work, unless arrangements are made by the student and approved in advance by the instructor, will not be accepted for full credit.***

### Important Course Information

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. Assignments are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.

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 to check for plagiarism on assignments as needed and D2L directly syncs with it (you do not have to do anything). You will be able to see the plagiarism percentage and are welcome to make changes and resubmit **BEFORE** the due date. Any plagiarism of 30% and above is too much and the assignment will not be graded, given a zero, and no make-up allowed. Please make sure you are below 30%.

I will use D2L for posting the syllabus, course communication, course schedule, attendance, and gradebook. There will be flexibility for meetings – either virtually or in person. I will support you to be successful and guide you throughout the course, however, this requires you to read feedback, answer emails timely, show growth, and professionalism as needed for a college student. The feedback will help you improve your understanding of the topics in addition to guiding you for your final project. I am happy to meet individually via phone, virtually, or in-person to discuss feedback. I will also be posting regular updates on the D2L news section and you should regularly check D2L.

**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) can do so by July 20<sup>th</sup> by 4:00 pm. There is no change of schedule during the summer. The academic calendar is available [here](#). 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

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 prohibit 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.

### **Other Expectations**

**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)
- 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 is crucial.

**Respect** – Be considerate of others. 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.



### Course Schedule

Week	Dates	Topics/Focus/Reading	Assignment Due
1	July 5 -July 10	Introductions -Getting to know You! Syllabus Review Introductory Activities  <i>Readings: Course documents and watch course intro video</i>	<b>Introduction post – Getting to Know You!</b> due July 9 <sup>th</sup> by 11:59 pm  <b>and reply to 2 classmates –</b> July 10 <sup>th</sup> by 11:59 pm  <b>Discussion Board Due</b> July 10 <sup>th</sup> -11:59 pm
2	July 11- July 17	Read: Ch 1: Diversity: An Overview Ch 2: Diversity Consciousness & Success Ch 3: Personal & Social Barriers to Success  Complete: Quiz #1 Cultural Autobiography	<b>Quiz #1 Due</b> July 13 <sup>th</sup> by 11:59 pm  <b>Cultural Autobiography Due</b> July 17 <sup>th</sup> -11:59 pm
3	July 18 – July 24	Read: Ch 4: Developing Diversity Consciousness Ch 5: Communicating in a Diverse World Ch 6: Social Networking  Complete: Argument Analysis	<b>Discussion Board Due</b> July 20 <sup>th</sup> -11:59 pm  <b>Argument Analysis Due</b> July 24 <sup>th</sup> -11:59 pm
4	July 25- July 31	Read: Ch 7: Teamwork Ch 8: Leadership Ch 9: Preparing for the Future  Complete: Field Notes	<b>Quiz #2 Due</b> July 27 <sup>th</sup> – 11:59 pm  <b>Field Notes Due</b> July 31 <sup>st</sup> -11:59 pm
5	Aug 1- Aug 5	Wrapping it all up! Complete: Synthesis Paper	<b>Synthesis Paper Due –</b> Aug 3 <sup>rd</sup> -11:59 pm

**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:**

Required alignment to all applicable state/national standards (including INTASC/TEXES test framework competencies for certification courses-grad and undergraduate).

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)
*Online Activities:	Recognize communication patterns in self and others that enhance 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 others