



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

**Course Syllabus: Human Diversity**  
**College of Education**  
**COUN 2143-250 WFISD**  
**Spring 2023, January 17-May 5**

Contact Information

Instructor: Mrs. Erin Dillard

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Classes Taught: Human Diversity and Human Development

**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  
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: [2022-2023 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

<b>Assignments</b>	<b>Points</b>
Cultural Autobiography	150
Research Topic Proposal	100
Argument Analysis	150
Field Notes	100
Synthesis Paper	200
Quizzes	200
Weekly Class Participation, Assignments, & Discussion	100
Assignment Punctuality No late assignments - Extra Credit	10
<b>Total Points</b>	<b>1000</b>

Table 2: Total points for final grade.

<b>Grade</b>	<b>Points</b>
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.

### Quizzes

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

They will be open book. **YOU MUST HAVE THE REQUIRED 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.

### 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: 1/20/2023

Deadline to file for graduation: May graduation 2/20/2023

Last Day to drop with a grade of "W:" 3/27/23 by 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:*** *Even though this is a face-to-face class, we will potentially do many things self paced via D2L. 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 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

Face to Face Class: You are expected to be dependable, reliable, responsible, on time and in attendance to each class session for the entire class you are enrolled in according to your assigned schedule. You are also expected to ask questions, participate in class activities and discussions. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. It is the student's responsibility to make up for any missed assignments. In class activities cannot be made up. Excessive tardiness (determined by the professor) can be defined as an absence and subject to the absentee policy. ***Three instances of tardy arrival will be counted as one absence.*** 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. ***Participation points will be deducted for each absence.*** You will be given a verbal or written warning prior to being dropped from the class.

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 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. 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 assignment will be reduced by one letter grade for anything above 30%.**

### **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.

I will use D2L for posting the syllabus, course communication, course schedule, attendance, and gradebook. You should regularly check D2L, and the email hosted via D2L for important course information.

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
  - 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.

### **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.](#)"

#### **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**

**Participation** – It is not enough to just “show up.” In other words, you cannot just sit there and breathe. You need to be prepared to discuss the readings that are assigned, contribute appropriately, and encourage the participation of your peers.

**Preparation** – Complete all assignments on time. Complete readings assigned prior to class in order to be able to participate in class discussions and activities.

**Attitude** – Demonstrate the following dispositions that are essential for learning:

- Curiosity (ask questions, look for additional answers, probe, reflect)
- Flexibility (take alternate points of view, be open-minded)
- Organization (plan ahead – literally, GET A PLANNER!)
- Patience (take time to reason, be persistent in efforts)
- Risk-taking (try things beyond your current repertoire)
- Passion (invest in ideas, processes, products, and most of all – other people)

Be aware that your attitude is conveyed to others by body language, conversation, neatness, completeness of work, willingness to assist and contribute and many other ways. A sense of humor and the ability to be flexible are crucial – not just in this class but from now on – that is the nature of the classroom.

**Respect** – Be considerate of others. Do not 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.



## Tentative Face to Face Course Schedule

### Attendance Required as well as Class participation during in class activities

Week	Dates	Topics/Focus/Reading	Assignment Due
1	January 17-23	Introductions Syllabus Review Introductory Activities <i>Read &amp; prepare for next week's discussion</i>	<b>Due Mon Jan 23</b> Introduction Presentation
2	January 24-30	Diversity: An Overview <i>Read Diversity Consciousness Textbook (in D2L) Ch. 1 pp 1-32</i>	Work on Cultural Autobiography <b>No Assignment Due</b>
3	January 31-Feb 6	Diversity Consciousness and Success <i>Read Ch. 2 pp 33-60</i>	Work on Cultural Autobiography <b>Due Mon Feb 6</b> <b>Quiz #1 Ch 1 &amp; 2</b>
4	Feb 7-13	Work on Cultural Autobiography	<b>Due Mon Feb 13</b> <b>Cultural Autobiography</b>
5	Feb 14-20	What is research and how do I understand it?	<b>Due Mon Feb 20</b> <b>Scholarly Research Activity</b>
6	Feb 21-27	Personal and Social Barriers to Success <i>Read Ch. 3 pp 61-94</i>	<b>Due Mon Feb 27</b> <b>Quiz #2 Ch 3 &amp; Research</b>
7	Feb 28 – Mar 6	Developing Diversity Consciousness <i>Read Ch. 4 pp 95-124</i>	<b>Due Mon March 6</b> <b>Research Topic Proposal on Template</b>
8 & 9	Mar 7-20	Communicating in a Diverse World <i>Read Ch. 5 pp 125-150</i> <b>*Spring Break 13-17</b>	Work on Argument Analysis <b>Due Mon March 20</b> <b>Quiz #3 Ch 4 &amp; 5</b>
10	Mar 21-27	Social networking <i>Read Ch. 6 pp 151-190</i>	Work on Argument Analysis <b>No Assignment Due</b>
11	Mar 28 -Apr 3	Work on Argument Analysis	<b>Due April 3</b> <b>Argument Analysis</b>
12	Apr 4-10	Field Notes – Teamwork <i>Read Ch. 7 pp 191-216</i>	Work on field notes <b>No Assignment Due</b> *Apr 6-7 Holiday
13	Apr 11-17	Leadership <i>Read Ch. 8 pp 217-238</i>	Work on field notes <b>Due Apr 17</b> <b>Quiz #4 Ch 6, 7 &amp; 8</b>
14	Apr 18-24	Preparing for the Future <i>Read Diversity Consciousness Ch. 9 pp 239-257</i>	<b>Due Mon Apr 24</b> <b>Field Notes</b>
15	Apr 25 - May 1	Work on Synthesis Paper	Work on synthesis paper <b>Due Mon May 1</b> <b>Reflection Assignment</b>
16	May 2-7	Wrap Up, Work on Synthesis Paper, Try to submit early if possible	<b><u>DUE FRIDAY! MAY 5<sup>TH</sup></u></b> <b><u>Synthesis Paper</u></b>
17	May 8-12	Finals Week	NO FINAL BUT SYNTHESIS PAPER MUST BE TURNED IN TO TK20 BY MAY 5 <sup>TH</sup>

**\*Participation in weekly discussion and activities 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.

**Appendix A:**

Required alignment to all applicable state/national standards (including INTASC/TEExES 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)
<p>*In Class Activities: Diversity bingo(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, guided reading, guest speakers, case study, peer practice, experiential learning, debate, and role playing</p> <p>*Online Activities: Discussion Boards</p>	<p>Recognize communication patterns in self and others that enhances or inhibits the communication process</p> <p>Distinguish similarities and differences among majority and minority cultures</p> <p>Critically examine minority group contributions to American society.</p> <p>To demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects</p> <p>To serve as an advocate</p> <p>To develop multicultural awareness, gender sensitivity, and ethnic appreciation in the community</p> <p>To develop responsiveness to diverse sociological, linguistic, cultural, and other factors</p> <p>To learn to respond appropriately to diverse needs</p> <p>To communicate and work effectively with diverse groups</p> <p>To demonstrate the ability to combine impartiality, sensitivity to diversity, and ethical consideration in interactions with other</p>

Appendix B: Required assignment/standard alignment matrix  
Not applicable – See Appendix A