

**The College Student
ELP 385E
Spring 2019**

Semester: Spring 2019
Meeting time: Monday 1-4pm
Meeting room: SZB 364
Instructor: Lauren Schudde
 Email: schudde@austin.utexas.edu
 Office: SZB 310A
 Office hours: Mondays 4-5
 If you want to ensure I'm available for a block of time, please use:
 <https://calendly.com/schudde>
Teaching Assistant: Saralyn McKinnon-Crowley
 Email: saralyn@austin.utexas.edu
 Office: SZB 374L
 Office hours: By appointment

Course description:

This course is intended to provide a broad introduction to theories and research about working with college students. The content aims to increase your awareness of the diversity of college student populations and postsecondary institutions, including variety in student experiences and the theories that explain them. The assignments ask you to apply student development theories to examine higher education policies and practice. Ultimately, you should leave the course able to synthesize student development literature and other theories we cover by applying them to real-world issues in student affairs/higher education practice. By “synthesize,” I mean that you should be able to compare and contrast several theories, think about how they fit together, and critique existing theories/models.

In today's higher education setting, it's important to be able to apply scholarly research in order to improve practice. This course includes a variety of written assignments, all aimed at helping you acquire and improve the skills necessary to earn your advanced degree and merge scholarship with practice (e.g. clear communication through writing, critical thinking, applying knowledge to a variety of contexts, appropriately attributing knowledge to the correct source, etc.). Course sessions will also include discussions and activities aimed at helping you think through the material.

Required Text:

All material will be available on Canvas as file downloads or ebooks through the library. Find links to all readings under the “Modules” tab of our course Canvas page

Course Assignments:

1. **Developmental Autobiography** (30%: 2 assignments, 15% each)
Due Date: Exercise 1—February 25 at 1:00pm, Exercise 2—March 11 at 1:00pm

2. **Case Studies** (30%: 2 case studies, 15% each)
Due Date: Case Study 1—April 1 by 1:00pm, Case Study 2—April 15 by 1:00pm

3. Program Overview with Synthesizing Literature Review (30 points)

Due Date: May 10 by 5:00pm

→One page proposal due April 8 by 1pm (or sooner)

→Rough draft due to peer reviewer week of April 29th

4. Active participation in face-to-face class discussions (10 points)

The course aims to be very participatory and will include student-led discussions in the second half of the semester. Five of your participation points will be based on your facilitation of an activity/discussion during a class session (you will be assigned to a class session with a partner during the first class).

Guidelines for discussion leaders:

You will be assessed based on your level of preparation (i.e., Do you have a clear grasp of the reading material for this week? Have you considered how it connects to practice?) and the degree to which your activity or discussion engages classmates in a discussion about the material (Have you adequately prepared an activity to capture others' attention and brought up interesting issues for discussion?). For example, you might present a video that's related to the reading and have classmates work in pairs to discuss how the video exemplifies some of the theories covered, or you might present scenarios (case studies) and work in small groups to analyze them in order to think through how to apply theories to practice. Your activity should take approximately 1 hour.

An overview of your activity/discussion is due by 1:00pm on the Friday prior to your assigned class session (submit description of activity via email to Dr.

Schudde and Saralyn).

The remaining 5 points of the participation grade is based on your participation in class sessions. You must actively participate in class—this requires attendance, preparation (through readings and topical assignments), and willingness to contribute to discussions in a variety of group configurations (pairs, small groups, entire class, etc.).

Come prepared to share the most interesting piece of new knowledge you gained from the week's reading material. This can be anything from an interesting fact you learned to a crystalizing moment where you came to understand a phenomenon in new ways. Alternatively, students can offer a point of confusion from reading through the material. This can be anything from a clarifying question about a key concept to a critique that calls into question a fundamental problem.

Grading:

When grading, I evaluate students' work according to how much *effort* they put forth, the *degree of challenge* they undertake, how well they *understand* the material, and how well they *communicate* their ideas. I do not offer extensions unless they are for unavoidable extenuating circumstances (please notify me as soon as possible). I provide feedback on each assignment and am available to follow-up with any questions/concerns you may have regarding this feedback. Note that due dates for assignments in other courses will not constitute a reason to request an extension of a deadline for my class. Plan accordingly.

Additional Course Policies:

Attendance: Because of the hands-on nature of this course, students are expected to attend all course meetings. It is understood that professional responsibilities and medical emergencies may require students to miss one or two classes in the semester. If you anticipate missing more than two class meetings, you should seriously consider taking EDA 385E at a time when you can commit to the class meeting schedule. If you miss more than two classes, you will lose participation points (.25 per class). In instances of illness or emergency, students should arrange to borrow lecture notes or materials from a classmate. (It is your responsibility to “catch up.”) Please make every effort to be in class on time. The interactive nature of the course means that arriving late will be disruptive to other participants. Please be mindful and observe etiquette (it’s never appropriate to answer a call in class; in case of an emergency you should leave the room and answer).

Computer use: Computer use is permissible in this course if being used for note-taking and supplemental purposes. Excessive misuse of technology (checking e-mail/Facebook during class, etc.) may result in a deduction of class participation points. If it becomes a problem, I reserve the right to change our technology policy (i.e. disallow computer-use during class). **Please do not use cell phones during class and silence phones before the start of class.**

Incomplete Policy: I will not grant incompletes as a matter of course; they will be discussed only in extenuating circumstances. If you anticipate difficulty in completing the course requirements in time, you should reconsider taking this course.

Guidelines for Submitting Assignments: Please read this section carefully. All course assignments will be submitted electronically in Canvas as a Word document (.doc or .docx). No paper submissions will be accepted. Written work is due by the specified due date and time on Canvas (it automatically highlights late submissions) and should adhere to the following format:

1. On 8.5” x 11” (virtual) paper, with 1” margins on the top, left, and bottom.
2. All assignments should have a cover sheet with your name, the title of the assignment, and the date.
3. Page numbers should appear in the upper-right hand corner.
4. Students should keep an electronic backup copy of all submitted work. A word of advice – do not wait until just before class to submit your paper!
5. Font size should be 12 point, using Times New Roman only. Double-spaced.
6. Proofread by at least one other person to check for spelling and grammatical errors. (Using Word’s spellcheck and grammar check is not sufficient!) For this reason, I encourage you to work in writing groups to exchange drafts before they are submitted.
7. Correct citations, in APA style. All papers should have a references section citing all works used, and cites should appear in text. Poor or spotty citations can often lead to charges of plagiarism. Be certain that you cite, even in drafts. If you have any questions about the use of APA style consult the APA Publication Manual.

Note that content from lecture should be cited. For example:

Schudde, L. (2019, February 15). Lecture presented in ELP 385E. The University of Texas at Austin.

8. Late papers will receive a point deduction each day overdue (i.e., if you submit late and an assignment is out of 30 points, you are only eligible for 29 points—ultimately, that means the highest grade you can get in the class is a 99). Lateness starts immediately after the deadline. So, if you submit at 1:01 and the deadline was 1pm, you will receive 1 point off until 12:59 one day later; if you submit after 1pm the next day, you receive 2

points off, and so on). If you have an emergency that impacts your ability to submit work on time, let me know as soon as possible (not directly before the due date).

Communication: Course updates and information will be distributed via e-mail. You will need to regularly check the Canvas site, particularly the day of class. Be sure that your e-mail address is up-to-date and one you use on a regular basis (students are responsible for updating their email in Canvas, if necessary).

University Policies

Students with Disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471.4641 TTY. For additional information, please refer to the Services for Students with Disabilities Web site at:

<http://diversity.utexas.edu/disability/>

Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University. Policies on scholastic dishonesty will be strictly enforced. When in doubt, always err on the side of caution – consult the instructor if you have a question about an issue. For further information, please visit the Student Conduct and Academic Integrity Web site at:

<http://deanofstudents.utexas.edu/conduct/>

Sexual Discrimination and Sexual Harassment: Students who believe they have experienced sexual harassment in the academic environment should consult the following Web site:

<https://policies.utexas.edu/policies/prohibition-sex-discrimination-sexual-harassment-sexual-assault-sexual-misconduct>

Students are also encouraged to call the Office of the Dean of Students at 471-5017 and ask to speak to the Associate Dean of Students.

University Electronic Mail Student Notification Policy: Official communication with students in this class will be conducted through e-mail. Course announcements and updates will be posted on the Canvas site. Students are expected to check e-mail on a frequent and regular basis in order to stay current on class activities and assignments. Unless otherwise notified, the instructor will use the e-mail provided to the University as the official address. For more information read:

<https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>

Course Evaluation: You will be asked to provide the professor with informal feedback regarding aspects of the course that should be changed for future semesters. At the conclusion of the class, you will have the opportunity to evaluate the course and the instructor.

NOTE: This is a living and breathing document—I reserve the right to update throughout the course of the semester and will update you of any changes.

Course Topics and Readings

Week 1—January 28: *First Class*

Please review syllabus and assignments; be ready to ask questions at first class session

Changing College Contexts and Evolving Theories of Student Development

Week 2—February 4: *College Students and the Institutions They Attend*

Renn, K. A. & Reason, R. D. (2013). *College students in the United States: Characteristics, experiences, and outcomes*. San Francisco, CA: Jossey-Bass.

Preface section on Astin's I-E-O model, pp. xi-xiii

Ch. 1, Characteristics of College Students in the United States, pp. 3-17

Schudde, L., & Goldrick-Rab, S. (2016). Extending opportunity, perpetuating privilege:

Institutional stratification amid educational expansion. In M. N. Bastedo, P. G. Altbach, & P. J. Gumport (Eds.), *American higher education in the 21st Century* (pp. 345-374).

Baltimore, MD: Johns Hopkins University Press.

Enrollment management case study for class activity:

Parker, T. L., & Neville, K. M. (2012). All things are not equal: College access and support for students of color. In F. K. Stage & S. M. Hubbard's *Linking theory to practice: Case studies for working with college students* (pp. 83-86). New York: Routledge.

Week 3—February 11: *Transition to College*

Renn, K. A. & Reason, R. D. (2013). *College students in the United States: Characteristics, experiences, and outcomes*. San Francisco, CA: Jossey Bass.

Ch. 4: Transition to College, pp. 63-81

Schlossberg, N. K., Water, E. B., & Goodman, J. (1995). In N. K. Schlossberg, *Counseling adults in transition: Linking practice with theory* (2nd ed.). New York: Springer.

Ch 2. The Transition Framework, pp. 25-35 (read through "Summary" section)

Ch. 3. Factors That Influence Transitions, pp. 47-78.

Week 4—February 18: *Ecological and Holistic Models*

First read:

Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco: Jossey-Bass.

Section on Bronfenbrenner

Ch. 9. Ecological Approaches to College Student Development (read only 160-167, section called "Developmental Ecology")

Section on Baxter Magolda's "Self-Authorship":

Ch. 10. Development of Self-Authorship (read only p. 183-192)

Then read, with focus on how above theories are applied:

Renn, K. A. (2003). Understanding the identities of mixed-race college students through a developmental ecology lens. *Journal of College Student Development*, 44(3), 383-403.

Pizzolato, J. E. (2003). Developing self-authorship: Exploring the experiences of high-risk college students. *Journal of College Student Development*, 44(6), 797-812.

Week 5—February 25: *Psychosocial, Cognitive, & Moral Development*

DUE DATE for Developmental Autobiography: Exercise 1

Kohlberg, L., & Hersh, R. H. (1977). Moral development: A review of the theory. *Theory into Practice*, 16(2), 53-59.

Chickering, A. (1997). The seven vectors: An overview. In *Education and Identity*, (pp. 43-52). San Francisco, CA: Jossey-Bass.

Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco: Jossey-Bass.

Section on Perry:

Ch. 5. Perry's Theory of Intellectual and Ethical Development (p. 82-98)

Optional:

Perry, W. G. (1998). *Forms of ethical and intellectual development in the college years* (1st ed.). San Francisco, CA: Jossey-Bass.

Ch. 5—The Development Scheme, skim pp. 64-197 (get a sense of each position)

Week 6—March 4: Understanding Student Persistence: Models of Student Departure

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago, IL: University of Chicago Press.

First, skim:

Ch 3. Roots of Individual Departure from Institutions of Higher Education (start on p. 37: "Individual Roots of Student Departure")

Then read:

Ch 4. A Theory of Individual Departure from Institutions of Higher Education

Bean, J. & Eaton, S. B. (2000). A psychological model of college student retention. In Braxton, J. M.'s *Reworking the student departure puzzle*, 48-61. Nashville, TN: Vanderbilt University Press.

Does Theory Adequately Capture the Experience for All Students?

Week 7—March 11: Community College Students: The (Growing) "Invisible Half"

DUE DATE for Developmental Autobiography: Exercise 2

Student Facilitators: _____

Schudde, L., & Goldrick-Rab, S. (2014). On second chances and stratification: How sociologists think about community colleges. *Community College Review*, 43(1), 27-45.

Deil-Amen, R. (2011). Socio-academic integrative moments: Rethinking academic and social integration among two-year college students in career-related programs. *The Journal of Higher Education*, 82(1), 54-91.

Borden, V. M. (2004). Accommodating student swirl: When traditional students are no longer the tradition. *Change: The Magazine of Higher Learning*, 36(2), 10-17.

Transfer-relevant case study for class activity:

Conway, K. M. (2012). Transfer problems at Southeastern Community College. In F. K. Stage & S. M. Hubbard's *Linking theory to practice: Case studies for working with college students* (pp. 163-167). New York: Routledge.

March 18: OFF—Spring break

Week 8—March 25: *Race and Ethnicity in Higher Education (Diversity and Adjustment to Student Development Theory)*

Student Facilitators: _____

Oluo, I. (2015). *So you want to talk about race?* New York: Seal Press. Pp. 1-69.

Gurin, P., Dey, E., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 72(3), 330-367

Rendon, L. I., Jalomo, R. E., & Nora, A. Theoretical considerations in the study of minority student retention in higher education. In *Reworking the students departure puzzle* (ed. J. M. Braxton), p. 127- 154. Nashville, TN: Vanderbilt University Press.

Skim:

Museus, S. D., & Griffin, K. A. (2011). Mapping the margins in higher education: On the promise of intersectionality frameworks in research and discourse. *New Directions for Institutional Research*, 151, 5-13.

→In preparation for class, listen to the following podcast, which is relevant to our discussion of race, diversity, and dominant campus cultures. This episode of Radiolab is not about college campuses, but about the world of debate, but I think you can see how it easily translates:

<http://www.radiolab.org/story/debatable/>

Week 9—April 1: *Race & Ethnicity—Broader Culture and Experiences*

DUE DATE: Case study #1

Student Facilitators: _____

Canaan, A. (2015). Brownness. In *This bridge called my back: Writing by radical women of color* (ed. C. Moraga & G. Anzaldúa). Albany, NY: SUNY Press.

Lorde, A. (2015). The master's tools will never dismantle the master's house. In *This bridge called my back: Writing by radical women of color* (ed. C. Moraga & G. Anzaldúa). Albany, NY: SUNY Press.

Cameron, B. (2015) "Gee you don't seem like an Indian from the reservation" In *This bridge called my back: Writing by radical women of color* (ed. C. Moraga & G. Anzaldúa). Albany, NY: SUNY Press.

DiAngelo, R. (2018). *White fragility: Why it is so hard for white people to talk about racism*. Boston: Beacon Press. Pp. 7-69.

→Before class, listen to the following podcast, which discusses white fragility and is relevant to our reading, from Call Your Girlfriend: <https://www.callyourgirlfriend.com/white-fragility/>

Week 10—April 8: *Gendered Roles and Expectations*

DUE DATE: One-page proposal for final paper

Student Facilitators: _____

Harper, S., Harris, F., & Mmeje, K. (2005). A theoretical model to explain the overrepresentation of college men among campus judicial offenders: Implications for campus administrators. *NASPA Journal*, 42(4), 565-588.

Solnit, R. (2012). *Men explain things to me*. Chicago, IL: Haymarket books. Excerpt from *Men Explain things to me*. Retrieved from <https://www.guernicamag.com/rebecca-solnit-men-explain-things-to-me/>

Anzaldúa, G. (2015). La Prieta. In *This bridge called my back: Writing by radical women of color* (ed. C. Moraga & G. Anzaldúa). Albany, NY: SUNY Press.

→prior to class, listen to Scene on Radio's episodes 55 and 56 called "Be Like You" and "The Juggernaut": <http://www.sceneonradio.org/tag/season-3/>

Week 11—April 15: Gender & Sexuality

DUE DATE: Case study #2

Student Facilitators: _____

Wade, L. (2017). American hookup: The new culture of sex on campus. Pp. 27-157.

Clarke, C. (2015). Lesbianism: An Act of Resistance. In *This bridge called my back: Writing by radical women of color* (ed. C. Moraga & G. Anzaldúa). Albany, NY: SUNY Press.

Skim:

Evans, R., Nagoshi, J., Nagoshi, C., Wheeler, J., & Henderson, J. (2017). Voices from the stories untold: Lesbian, gay, bisexual, trans, and queer college students' experiences with campus climate. *Journal of Gay & Lesbian Social Services*, 29(4), 426-444.

Week 12—April 22: Social Class and First-Generation Students

Student Facilitators: _____

Aries, E., & Seider, M. (2005). The interactive relationship between class identity and the college experience: The case of lower income students. *Qualitative Sociology*, 28(4), 419-443.

Armstrong, E. A., & L.T. Hamilton, L.T. (2013). *Paying for the party: How college maintains inequality*. Cambridge, MA: Harvard University Press.

Ch. 1: Introduction, pp. 1-25

Ch. 6: Strivers, Creaming, and the Blocked Mobility Pathway, pp. 148-179

Linking theory/research and practice

Week 13—April 29: Applying Theory to Practice and Practice to Theory

DUE DATE: Rough draft of final paper due to peer reviewer this week

Bliming, G. S. (2011). Developing professional judgement. In P. M. Magolda & M. B. Baxter-Magolda (Eds.), *Contested issues in student affairs: Diverse perspectives and respectful dialogues* (pp. 42-53). Sterling, VA: Stylus.

Broido, E. M. (2011). Moving beyond dichotomies: Integrating theory, scholarship, experience, and practice. In P. M. Magolda & M. B. Baxter-Magolda (Eds.), *Contested issues in student affairs: Diverse perspectives and respectful dialogues* (pp. 54-59). Sterling, VA: Stylus.

Bensimon, E. M. (2007). The underestimated significance of practitioner knowledge in the scholarship on student success. *The Review of Higher Education*, 30(4), 441-469.

Week 14—May 6: Small Group Discussions: Program Overview & Literature Review

Meet with Peer Reviewer

Last class

May 10: DUE DATE: Final Paper due by 5pm