

HIED 731 – American College Student

Spring 2007 Course Syllabus – Bowling Green State University
Wednesdays – 9:30 a.m.-12:20 p.m. in 355 Education Building

Maureen E. Wilson, Ph.D.
Associate Professor
330 Education Building
Phone: (419) 372-7321

E-mail: mewilso@bgsu.edu
Web: <http://personal.bgsu.edu/~mewilso/>
Course Website: <http://personal.bgsu.edu/~mewilso/731.htm>
Office Hours: Drop in or by appointment

Course Description:

This course is designed for advanced graduate students in the higher education administration doctoral program. It offers a comprehensive overview of the theoretical and research literature on college students in the U.S. from a variety of perspectives: demographic changes, patterns of growth and change during the college years, and the educational needs of different student subgroups. Emphasis is placed on understanding the differential effects of various institutional contexts and the implications of student characteristics for the design of administrative and educational policy and practice. In other words, we will examine what colleges purport to do, how we know if they are effective, and how intended outcomes can be furthered.

Objectives:

Students participating fully in the course will increase their understanding of the professional literature and research for each of the following topics:

- Demographic make-up of the college student population in the United States
- Student growth and development during college and the role of college in promoting it
- Differences among various campus subgroups, including differences related to age, gender, race, and sexual orientation
- Effects of educational environments on student learning, growth, and development
- Effects of administrative and educational policies and practices on student learning, growth, and development

Texts:

American Psychological Association. (2001). *Publication manual of the American Psychological Association*, (5th ed.). Washington, DC: Author.

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research, Volume 2*. San Francisco: Jossey-Bass.

Wilson, M. E., & Wolf-Wendel, L. E. (2005). *ASHE reader on college student development theory*. Boston, Pearson Custom Publishing.

Course Requirements:

Assignments are due at the *beginning* of class on the dates indicated on the schedule. Late assignments may receive little or no written feedback and will receive a lower grade unless we have made other arrangements prior to class. Staple papers for submission (no paper clips, folders, etc.).

Papers and citations should be well written and submitted following APA style guidelines. You are encouraged to work with a classmate to critique and proofread one another's assignments. Each of you is likely to submit better papers and projects as a result of that process.

If you wish to propose an alternate assignment in place of any below, please develop a short proposal for discussion.

◆ ***Class Participation and Attendance***

In order to fulfill the promise of a doctoral seminar, students are expected to assume major responsibility for actively contributing to the successful achievement of course goals and their own educational outcomes. It is important in this course that you participate by sharing your thoughts and reactions to readings, speakers, and class discussions. The input of each student is valued and valuable. Your attendance for the full class period is expected and you are responsible for everything that is covered, distributed, or announced during class. If an absence is unavoidable (including for a religious observance), you should arrange with a classmate to receive handouts and announcements. Students with three or more absences are unlikely to earn a grade higher than B.

In order to fully participate in class, you are expected to do all assigned readings *prior* to class, allowing time to think critically about them. Readings offer us a common language with which to explore our thinking. The reading materials themselves do not determine or create our thinking; that is your job as a learner. Good thinking comes from a critical eye willing to look beyond what is claimed to pursue a number of very important questions. Do I understand what is being explained? Do these ideas fit my experience of the world? Do they change how I think about the world? What are the implications of these ideas? How do they encourage me to act? What are the issues that emerge from these concepts and ideas?

◆ ***“Today’s College Students and Me”***

Locate an article about today’s college students from *The Chronicle of Higher Education*, Inside Higher Ed, or *About Campus*, or the popular media (e.g., *Time*, *Newsweek*, *New York Times*). Analyze your experiences with today’s college students in light of the portrait presented in the article. Then imagine yourself as a traditional-age college student today. (Consider your 18- or 19-year-old self but in 2007.) How might you compare? What does the changing student demographic suggest is necessary to promote and support student learning and development? Submit your reflection in a paper not to exceed 1200 words (include word count) and attach the article to your paper.

◆ ***Theory Presentation***

Pairs of students will be assigned randomly one set of student development theories to research and present to the class. In preparing for a one-hour, in-class, interactive presentation, you must consult primary sources. Presentations must include an overview of the theory, its strengths and weaknesses based on research findings, its application to diverse student populations, and its (potential) applications to practice. In other words, how can use of this theory improve practice and enhance student learning outcomes? Each class member should receive a comprehensive handout that includes an overview of the theories and reference citations for further study. Be certain to cite sources as appropriate in the handout. (Please provide two to the instructor. One will be returned with feedback.)

◆ ***P&T Discussion Leader and Abstract***

You will receive a study guide for *How College Affects Students*. You will be randomly assigned a chapter (by yourself or with a group, depending on the size of the chapter). You or your group will be responsible for providing a completed study guide to all class members and for leading our group discussion of the material covered in the chapter.

To fulfill your duties each student must locate a *research* article pertinent to your chapter and create a one-page, single spaced abstract that you distribute to all class members. In addition to the APA citation for the article, your abstract should answer these questions:

- What was the research question(s)? What were the authors addressing in this research?
- What methods were used? (Participant selection, data collection and analysis, etc.)
- What were the findings of the study? How do authors answer the research questions?
- What are the conclusions or implications of the research?
- What is your assessment/critique of the study?

Submit the abstract and study guide electronically for grading (mewilso@bgsu.edu).

♦ **Outcomes Research Paper**

In *How College Affects Students*, Pascarella and Terenzini discuss college outcomes in six broad categories:

1. Change during college
2. Net effects of college
3. Between college effects
4. With-in college effects
5. Conditional effects of college
6. Long-term effects of college

Choosing one of these categories and a specific institutional type (e.g., women's college, HBCU, liberal-arts college, tribal college) OR demographic (e.g., first-generation students, African American students, student-athletes) you are to write a research paper synthesizing the research in that area. Each project must include a thorough literature review, and must offer suggestions for improving the learning, development, and attainment of educational outcomes for college students. All projects must address the educational implications of your findings for higher education practices.

Your paper must include at least 3 relevant *research* articles published since 2003 (post-P&T). Please indicate these with an asterisk (*) on your reference list.

A paper proposal and an outline will be submitted for feedback in advance of the paper's due date.

♦ **Final Exam**

You will take an in-class final exam, similar to a question or questions you might see on your preliminary examination. We will discuss this in greater depth prior to the exam.

Evaluation:

Today's College Student and Me	10%
Theory Presentation	20%
P&T Discussion Leader and Abstract	15%
Outcomes Paper	30%
Final Exam	25%

Your final grade in the course is the weighted average of letter grades received on individual assignments.

About grading: An "A" paper is excellent—very strong in every sense. It represents a very solid job in addressing all aspects of the assignment, shows complex thinking and insight, and is well-written (clear, well-organized, effective use of language) and free of errors (typographical, grammatical, APA, etc.). A "B" paper is good. It has weaknesses in one of more of these areas but captures the essential elements of the assignment. Lower grades are assigned to papers with more significant weaknesses in the areas noted above and do not reflect the quality expected in doctoral-level studies.

Incompletes are not given except for major emergencies (e.g., hospitalization) late in the term and only after consultation and mutual agreement upon a contract specifying when the work will be completed. Incompletes will not be granted simply because more time is desired to complete the assignments or one wishes to complete the course during a subsequent semester.

Academic Integrity:

You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in BGSU's Student Handbook. Utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. Please read the Code of Academic Conduct available at <http://www.bgsu.edu/offices/sa/book/> (begins on page 26).

E-mail Account:

Class announcements and readings will be distributed via e-mail. Please check your account regularly.

Students with Disabilities:

If you have a documented disability, are registered with the Disability Services for Students Office (<http://www.bgsu.edu/offices/sa/disability/>), and are entitled to accommodations, please inform me as soon as possible so we can make suitable arrangements for you.

Cell Phones:

If you bring a cell phone or pager to class, please assure that it is either off or on silent mode and out of sight. In the very unusual event that you must take a call during class, please sit near the door and leave the room quietly.

Course Schedule:*Other readings and guests to be announced*

[BB= Readings available on Blackboard]

TENTATIVE SCHEDULE	
Class #1: January 10	Course Introduction and Overview / Who is in College?
Class #2: January 17	Today's College Students: A Demographic Overview
	<ul style="list-style-type: none"> ▪ Astin, A. W. (1998, Winter). The changing American college student: Thirty-year trends, 1966-1996. <i>The Review of Higher Education</i>, 21, 115-135. [BB] ▪ <i>Chronicle of Higher Education</i> – 2006-2007 Almanac [BB] ▪ Allen, W. R., Jayajumar, U. M., Korn, W., & Hurtado, S. (2005). Black undergraduates from <i>Bakke</i> to <i>Grutter</i>: Freshman status, trends and prospects, 1971-2004. Los Angeles, CA: Higher Education Research Institute. [BB] ▪ The Performance Report for Ohio's Colleges and Universities, 2005 [BB] – Skim this paying particular attention to data regarding students ▪ Report of the Results of the BGSU First Year Student Questionnaire, 2006 [BB]
Class #3: January 24	Today's College Students: Behaviors and Attitudes
	<ul style="list-style-type: none"> ▪ Coomes, M. D., & DeBard, R. (2004). A generational approach to understanding students. In M. D. Coomes & R. DeBard (eds.), <i>Serving the millennial generation</i> (pp. 5 - 16). New Directions for Student Services, No. 106. San Francisco: Jossey-Bass. [BB] ▪ Coomes, M. D. (2004). Understanding the historical and cultural influences that shape generations. In M. D. Coomes & R. DeBard (eds.), <i>Serving the millennial generation</i> (pp. 17 - 31). New Directions for Student Services, No. 106. San Francisco: Jossey-Bass. [BB] ▪ DeBard, R. (2004). Millennials coming to college. In M. D. Coomes & R. DeBard (eds.), <i>Serving the millennial generation</i> (pp. 33 - 45). New Directions for Student Services, No. 106. San Francisco: Jossey-Bass. [BB] <p style="text-align: right;">[Due: "Today's College Students and Me"]</p>
Class #4: January 31	Theories of Psychosocial and Identity Development in College Students
	<ul style="list-style-type: none"> ▪ ASHE Reader Section 4: Psychosocial Development ▪ ASHE Reader Section 8: Multiple Dimensions of Development
Class #5: February 7	Psychosocial Theories: Dynamics of Race and Ethnicity in Development
	<ul style="list-style-type: none"> ▪ ASHE <i>Reader</i> Section 5: Dynamics of Race and Ethnicity in Development
Class #6: February 14	Psychosocial Theories: Dynamics of Gender & Sexual Orientation in Development
	<ul style="list-style-type: none"> ▪ ASHE Reader Section 6: Dynamics of Gender in Development ▪ ASHE <i>Reader</i> Section 7: Dynamics of Sexual Orientation in Development
Class #7: February 21	Intellectual Development in College Students
	<ul style="list-style-type: none"> ▪ ASHE Reader Section 9: Intellectual Development <p style="text-align: right;">[Due: Outcomes Research Paper Proposal]</p>

Class #8: February 28 Moral Development in College Students	
<ul style="list-style-type: none"> ▪ ASHE Reader Section 10: Moral Development ▪ Creeps on Campus: http://www.salon.com/it/feature/1998/10/cov_09feature.html 	
March 7	Spring Break – No Class
Class #9: March 14 Integrated Development Models	
<ul style="list-style-type: none"> ▪ ASHE Reader Section 2: Integrated Developmental Models and Chapters 44 & 45 [Due: Outcomes Research Paper Outline] 	
Class #10: March 21 Studying College Impact	
<ul style="list-style-type: none"> ▪ P&T Chapter 1: Studying College Outcomes in the 1990s : Overview and Organization of the Research ▪ P&T Chapter 2: Theories and Models of Student Change in College 	
Class #11: March 28 Influence of College on Learning and Cognitive Development	
<ul style="list-style-type: none"> ▪ P&T Chapter 3: Development of Verbal, Quantitative, and Subject Matter Competence ▪ P&T Chapter 4: Cognitive Skills and Intellectual Growth 	
April 4	ACPA/NASPA Joint Meeting in Orlando – No Class
Class #12: April 11 Influence of College on Personal Growth and Change	
<ul style="list-style-type: none"> ▪ P&T Chapter 5: Psychosocial Change ▪ P&T Chapter 6: Attitudes and Values ▪ P&T Chapter 7: Moral Development <p style="text-align: right;">[Due: Outcomes Project]</p>	
Class #13: April 18 Influence of College on Socioeconomic Attainment	
<ul style="list-style-type: none"> ▪ P&T Chapter 8: Educational Attainment and Persistence ▪ P&T Chapter 9: Career and Economic Impacts of College 	
Class #14: April 25 Impact Summary & Implications For Research, Practice, and Policy Course Evaluation and Feedback	
<ul style="list-style-type: none"> ▪ P&T Chapter 10: Quality of Life After College ▪ P&T Chapter 11: How College Affects Students : A Summary ▪ P&T Chapter 12: Implications For Research, Practice, and Policy 	
Class #15: May 2	
Final Exam	

Schedule subject to change
Revised: January 8, 2007