

**LOYOLA UNIVERSITY CHICAGO**  
**ELPS 434: AMERICAN COLLEGE STUDENT**  
**FALL 2011 - Wednesdays, 4:15-6:45 p.m., Maguire Hall, Room 401**

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**INSTRUCTOR INFORMATION**

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**COURSE OVERVIEW**

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This course introduces students to the research and theoretical base that guides our understanding of today's college students in the United States. In this course, we explore college students through a variety of perspectives: student demographics, research on college students, the design and impact of the educational environments created on college campuses, and outcomes for students attending college. This course is guided by the following basic questions:

Who are college students? (Demographics)

What happens to them during college and how do we know? (Theory & Research)

How can we create conditions to facilitate student success during college? (Environmental Design/Practice & Policy)

**COURSE OBJECTIVES**

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Upon completion of this course, students will be expected to:

- 1.) Describe the demographic composition of the college student population in the United States
- 2.) Articulate research findings that provide evidence of outcomes of the college experience

- 3.) Explain a variety of theoretical models used to design campus environments in higher education and their impact on college students
- 4.) Understand how students from a variety of social identity groups perceive, experience, and participate in the shaping of campus environments
- 5.) Apply theory and research on college students and their environments to identify methods for the improvement of practice and policy at higher education institutions
- 6.) Remember that everyone has a story to tell and a unique experience rendering the "typical American college student" a myth.

### **SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK**

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A conceptual framework that emphasizes "Professionalism in Service of Social Justice" guides the curricula at Loyola's School of Education. The Loyola School of Education faculty is dedicated to promoting professionalism in service of social justice by developing students' service, skills, knowledge, and ethics to improve educational opportunities for all members of society. This course contributes to the realization of this framework by fostering:

- . A culture of service to students, colleagues, classroom peers, and society;
- . Knowledge of the current body of literature on college student demographics, research on college students, and educational environments;
- . Ethical perspectives that examine the college educators' role in developing programs, policy, and practice that include, engage, and build a sense of community in institutions of higher education;

Loyola's School of Education also is committed to the value of diversity. This course offers diverse perspectives on who goes to college, what students' experience in college, and how educators can work toward developing campus environments that are inclusive and embracing of individual differences. Students are encouraged to contribute how their own unique college-going experiences shape their worldview and understandings of the content covered in this course.

### **COURSE EXPECTATIONS**

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I expect each of you to take an active role in your learning both inside and outside of the classroom. Taking an active role in your own learning includes, but is not limited to, the following:

- Active participation in classroom discussions and activities
- On-time attendance at all class sessions
- Demonstrating that you have completed the assigned readings by including aspects of the reading in class discussions and written assignments when appropriate
- Contributing thoughtful comments, questions, and examples related to the topics being discussed
- Engaging the course material by asking critical questions or asking for clarification when material is unclear
- Listening to your peers' contributions and respectfully responding when appropriate

**Attendance and Course Preparation:**

Attendance is essential to the learning process and repeated absences will likely hinder your achievement of the intended course objectives. You have a responsibility to our classroom community to come to class on-time and prepared to engage in all discussions and activities. It is important that you complete all assigned readings prior to class, but it is equally important that you have taken the time and effort to critically read and reflect on the material in order to enhance your own learning and to stimulate high quality classroom discussions. Each of you will be expected to participate in a number of group-based discussions and activities and I ask that you take this role seriously and become a productive colleague and collaborator throughout this course.

**Late Assignments:**

Assignments are due by the designated day and time specified on the syllabus. Late assignments will only be accepted if a legitimate reason exists (e.g., personal or family illness) or in the case of an emergency. In the event that you need to hand an assignment in late, you should contact me prior to the date the assignment is due to make alternate arrangements.

**Cell Phones and Laptops:**

If you bring a cell phone to class, please be sure it is either turned off or set to a silent mode prior to the start of class. If you must take or respond to a call during class, then please leave the room as quietly as possible so as not to create a disruption. Texting, instant messaging, and checking e-mail are, of course, not allowed during class as a matter of respect to all members of our classroom community.

Should you be on call as part of your professional or graduate assistantship responsibilities, please advise me before class begins. It is also a good idea to have a conversation with your supervisor and staff to help them understand that you are a student and interruptions during class time should be on an emergency basis only.

Laptop computers and tablets are welcome in class provided they are used to take notes or to view notes or other assigned reading for the course. Browsing the internet, sending e-mail, instant messaging, etc. are not permitted during class.

## **ACADEMIC HONESTY**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to:

[http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

## **ACCESSIBILITY**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

## **HARASSMENT (BIAS REPORTING)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

## **TECHNOLOGY**

All students are expected to check and use the University-provided e-mail address as the primary mode of communication for this course. If I need to communicate with you regarding course announcements, questions, changes to the schedule, etc. I will do so through your Loyola University e-mail address.

This course uses Blackboard as a tool to manage course readings and other materials not included in the required texts for this course and for online course discussions. Students are expected to have a working knowledge of Blackboard in order to access materials and participate in online course discussion. In addition, the instructor will use a variety of multimedia tools (e.g., video/audio clips, Powerpoint) to illustrate and convey course material through multiple outlets.

## **DIVERSITY**

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In this course, students will examine how the diverse composition of college-going students in the United States shapes the college experience and the college environment. This class is, by its very nature, concerned with diversity due to the increasingly diverse student body on college and university campuses and the need to create safe, inclusive, and engaging communities to meet the needs of such a diverse student body. This course encourages learners to consider multiple perspectives related to the American college student with particular attention given to voices who are often marginalized in higher education and society at large.

This course will be taught in a manner that respects the diversity of students and their perspectives. Through course content, activities, and reading materials, the instructor will attempt to provide examples that respect and value a wide variety of perspectives including those of: gender, sexuality, disability, socioeconomic status, ethnicity, race, culture, religion, and age.

## **REQUIRED READINGS**

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Strange, C.C. & Banning, J.H. (2001). Educating by design: Creating campus environments that work. San Francisco: Jossey-Bass.

Kuh, G., Kinzie, J., Schuh, J. H., Whitt, E. J., & Associates. (2005). Student Success in College. San Francisco: Jossey-Bass.

In addition to these texts, I have assigned a number of required readings that are available on the Blackboard course website. Students should also seriously consider reading the *The Chronicle of Higher Education* on a regular basis to inform course discussions. Online access to the *Chronicle* can be obtained through Loyola University Libraries.

It is also recommended that students become familiar with the following other salient publications in the higher education and student development field:

- . *About Campus*
- . *Journal of College Student Development*
- . *Journal of Higher Education*
- . *Journal of Student Affairs Research and Practice*

## **COURSE ASSIGNMENTS**

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You will be expected to complete the following assignments throughout the semester:

1. **PARTICIPATION:** This class is largely dependent on your participation in class discussions, exercises, and other planned activities. Your participation points will be determined by your presence in class (not missing more than one class during the semester), your preparation for class (demonstrating through our discussions that you have carefully read and reflected on the material), and your full engagement in all class discussions, exercises, and activities.
2. **COLLEGE STUDENT INTERVIEW AND NARRATIVE:** Each student will interview an undergraduate; college student of interest to you and who is quite different from you. We will discuss possible options for selecting someone who is different from you during class. I encourage you to interview someone you do not know well. Your interview should focus on understanding that individual student's life story and unique narrative as a college student (e.g., as a first-generation college student or as a female athlete or a gay man of color or a Muslim woman). In your interview be sure to ask why they chose to attend college, what challenges they have experienced while attending college, what they have most enjoyed about their college experience, and what advice they would give to students like them entering college and/or to educators and administrators working with students like them. Following your interview, I would like you to piece together the story of your interview participant in a written format. You may write-up your interview in a traditional format reflective of qualitative research (I can offer suggestions of qualitative journal articles to give you some examples) or you may write-up your interview in a narrative format using your participant's voice (for example, based on your interview, if your participant were to write a narrative about their college experience, what do you think they might say). For either option, I encourage you to share your write-up with your participant to see how your construction of their experience resonates (or doesn't resonate) with their lived-experience. To do justice to your participants' story, I imagine this paper could not be accomplished in less than 5 pages. However, please limit your writing to no more than 10 pages. This assignment is due on **Wednesday, September 21**.
3. **COLLEGE STUDENT BOOK REVIEW:** Each student is expected to select a book that explores some aspect of the experience of college students. Students should read the book and prepare a 4-5 page paper (not to exceed 5 pages). The paper should have two parts- a brief summary of the book (no more than 1.5 pages), and a thorough analysis and reflection section. Students are expected to integrate course readings from this course or other courses in the analysis/reflection section. For your analysis, you should ask yourself and the book, 'What, if at all, does this text contribute to our collective understanding of today's college students?' and 'What, if at all, is this text missing?' You may also integrate your own experiences working with college students.

Book titles other than those listed below must be approved 3 weeks before the assignment is due.

In addition to submitting the paper component of this project, you will also be responsible for a 5-10 minute **informal** presentation on the book you reviewed including both an overview of the book and the approach you took in analyzing and reflecting on the book. You may also develop a discussion question or two to help your classmates think critically about what might be gleaned from the book you present.

By **Wednesday, September 7** you should inform the instructor of your book selection. The written portion of the assignment and the informal presentation are due on **Wednesday, October 19**.

### **Recommended Books**

- *The Unlikely Disciple: A Sinner's Semester at America's Holiest University*, by Kevin Roose
- *Hope in the Unseen*, by Ron Suskind
- *Social Class on Campus*, by Will Barratt
- *My Freshman Year: What a Professor Learned by Becoming a Student*, by Rebekah Nathan
- *Out and About Campus: Personal Accounts by Lesbian, Gay, Bisexual, and Transgender College Students*, by Kim Howard and Steven Drukman
- *Race and Class on Campus: Conversations with Ricardo's Daughter*, by Jay Rochlin
- *Balancing Two Worlds: Asian American College Students Tell Their Life Stories*, by Andrew Garrod and Robert Kilkenny
- *Letters to a Young Conservative*, Dinesh D'Souza
- *Pledged: The Secret Life of Sororities*, by Alexandra Robbins
- *Mi Voz, Mi Vida: Latino College Students Tell their Life Stories*, by Andrew Garrod, Robert Kilkenny, and C. Gomez

4. **COLLEGE ENVIRONMENT ANALYSIS:** The purpose of this assignment is to explore the ways in which college environments impact how college students learn, develop, and grow during college. In groups of 3-4, you will select an institution of your choosing and a department/unit within that institution to explore using the theoretical base on environmental design discussed in this course and what you know about college students from this course, other courses, and your own experiences. You will present your findings to your classmates in a 30 minute presentation (20 minutes for your group to present and 10 minutes for questions and discussion). A detailed handout with questions to consider and additional details on this assignment will be posted on the course Blackboard site. This assignment is due on **Wednesday, November 9.**

5. **LITERATURE REVIEW:** For this assignment students will select either

(a) an aspect of a particular college student social identity/group (possible options include, but are not limited to African American students, Lesbian, gay, bisexual or transgender students, atheists students, Evangelical Christian students, athletes, students with learning disabilities, first-generation college students, Latino/a college students, and the list goes on)

**OR**

(b) an issue that faces administrators/educators working with college students today (possible options include, but are not limited to binge drinking interventions, access to study abroad opportunities for underserved student populations, restorative justice in campus judicial processes, an aspect of college student retention, creating a safe and inclusive college environment for LGBT students, approaches to handling religious pluralism on college campuses, and the list goes on).

Students will write an 8-10 page literature review exploring one to two aspects of their student population or student issue. We will discuss this assignment in more detail in class and a supplemental handout will be posted to Blackboard with additional details to help you as you work through this assignment. Topics for this assignment are due to the instructor by **Wednesday, September 14.** An outline of your plan for the review is due to the instructor by **Wednesday, October 5.** You have the option of submitting a working paper to the instructor early if you would like feedback before the final paper is due. If you would like feedback on your paper prior to the final paper, then you should make plans to submit your working draft by **Wednesday, November 2.** The final paper is due on **Wednesday, December 7.**

Note: All written work should conform to APA 6<sup>th</sup> edition guidelines.

**GRADING**

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| 1. Class Participation                   | 10 points  |
| 2. College Student Interview & Narrative | 20 points  |
| 3. College Student Book Review           | 20 points  |
| 4. College Environment Analysis          | 20 points  |
| 5. Final Paper: Literature Review        | 30 points  |
| <hr/>                                    |            |
| Total                                    | 100 points |

The following point distribution will be used to determine the final course grade:

| <u>Total Number of Points</u> | <u>Grade</u> |
|-------------------------------|--------------|
| 100 - 94                      | A            |
| 93 - 90                       | A-           |
| 89 - 87                       | B+           |
| 86 - 84                       | B            |
| 83 - 80                       | B-           |
| 79 - 77                       | C+           |
| 76 - 74                       | C            |
| 73 - 70                       | C-           |
| 69 - 60                       | D            |
| 59 - 0                        | F            |

**EVALUATION PROCEDURES**

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The following criteria will be used to evaluate your work in this course.

**Evaluation Criteria:**

- Evidence during class discussion and in written assignments that course readings have been completed on time and with thought
- Effective use of relevant literature and its vocabulary and frameworks to support claims
- Balanced and critical discussion of ideas and arguments, with particular attention to underlying values and assumptions
- Original thinking that adds insight
- Consistent, well-prepared class attendance and participation
- On time submission of assignments
- Correct grammar, spelling and punctuation; concise writing

## WEEKLY COURSE SCHEDULE

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**Class # 1 - August 31, 2011**                      **Class Introductions, Course Overview, and Introduction to the Study of College Students and Educational Environments**

**Bring to Class:** A sheet of paper with your undergraduate institution's shield, crest, emblem and any open motto that may go along with that. Think of one thing to share with our community of learners about your undergraduate institution that all graduates of that institution would know (e.g., tradition, ritual, location on campus, artifact, song/saying).

An artifact that tells us something about who you are, what you care about or value, or what's important to you.

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**Class #2 - September 7, 2011**                      **Who are Today's College Students Part I: Changing Demographics & Introduction to Research on College Students**

- Readings Due:**
- 📖 Higher Education Research Institute [HERI] (2011). The American freshman: National norms fall 2010. Available at [http://www.heri.ucla.edu/PDFs/pubs/briefs/HERI\\_ResearchBrief\\_Norms2010.pdf](http://www.heri.ucla.edu/PDFs/pubs/briefs/HERI_ResearchBrief_Norms2010.pdf) \*Bb
  - 📖 Kuh, G. D., Kinzie, J., Buckley, J. A., Bridges, B. K., & Hayek, J. C. (2007). Piecing together the student success puzzle: Research, propositions, and recommendations. *ASHE Higher Education Report*, 32(5), pp 21-67. \*Bb
  - 📖 Ashburn, E. (2011). Students' characteristics haven't changed much but attitudes have. *Chronicle of Higher Education*. Available at <http://chronicle.com/article/Characteristics-Havent-Changed/128608/> \*Bb

**Class #3 - September 14, 2011**                      **Who are Today's College Students Part II: Theoretical Perspectives**

- Readings Due:**
- 📖 Torres, V., Jones, S. R., & Renn, K. A. (2009). Identity development theories in student affairs: Origins, current status and new approaches. *Journal of College Student Development*, 50(6), pp.577-598.
  - 📖 Baxter Magolda, M. B. (2009). The activity of meaning making: A holistic perspective on college student development. *Journal of College Student Development*, 50(6), pp.621-639.
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Class #4 - September 21, 2011

Who are Today's College Students Part III:  
Understanding the Millennial Generation and  
the Limitations of Our Labels

- Readings Due:
- 📖 Coomes, M., & DeBard, R. (2004). A generational approach to understanding students. In M. Coomes & R. Debard (Eds.) *Serving the millennial generation*. New Directions for Student Services, 106, pp 5-16. \*Bb
  - 📖 DeBard, R. (2004). Millennials coming to college. In M. Coomes & R. Debard (Eds.) *Serving the millennial generation*. New Directions for Student Services, 106, pp 33-46. \*Bb
  - 📖 Strange, C. C. (2004). Constructions of student development across the generations. In M. Coomes & R. Debard (Eds.) *Serving the millennial generation*. New Directions for Student Services, 106, pp. 47-58. \*Bb
  - 📖 Broido, E. M. (2004). Understanding diversity in millennial students. In M. Coomes & R. Debard (Eds.) *Serving the millennial generation*. New Directions for Student Services, 106, pp. 73-86. \*Bb

Assignments Due: College Student Interview and Narrative Due


Class #5 - September 28, 2011


An Introduction to College Environments: Physical  
Environments & Human Aggregate Environments

- Readings Due:
- 📖 Strange & Banning, Preface, Introduction to Part One, Chapters 1 & 2
  - 📖 Hurtado, S., Dey, E. L., Gurin, P. Y., & Gurin, G. (2003). College environments, diversity, and student learning. In J. C. Smart (Ed.) *Higher education: Handbook of theory and research*, XVIII, pp. 145-190. \*Bb
  - 📖 Complete personality typology at <http://www.humanmetrics.com/cgi-win/jtypes1.htm> and bring results to class

Class #6 - October 5, 2011

**College Environments Continued: Organizational  
Environments & Constructed Environments**


Readings Due:  Strange & Banning, Chapters 3 & 4


 Magolda, P. M. (2001). What our rituals tell us about community on campus: A look at the campus tour. *About Campus*, 5(6), 2-8. \*Bb

Class #7 - October 12, 2011

**Developing a Campus Ethos to Promote  
Student Success: Part I**

Readings Due:

 Strange & Banning, Introduction to Part Two, Chapters 5-8

 Kuh, Kinzie, Schuh, & Whitt, Chapter 1

Class #8 - October 19, 2011

**Developing a Campus Ethos to Promote  
Student Success: Part II**

Readings Due:


 Kuh, Kinzie, Schuh, & Whitt, Chapters 2-4

Assignments Due: College Student Book Review and Informal Presentation on Book Review

Class #9 - October 26, 2011

**Developing a Campus Ethos to Promote  
Student Success: Part III**

Readings Due:


 Kuh, Kinzie, Schuh, & Whitt, Chapters 5-7

Class #10 - November 2, 2011

**Theory to Practice: Applications to Promote Student Success**

Readings Due:

 Kuh, Kinzie, Schuh, & Whitt, Chapters 8-12 (PICK ONE)

 Kuh, Kinzie, Schuh, & Whitt, Chapter 1

**Class #11 - November 9, 2011**

**Readings Due:** 📖 TBA: Readings Assigned by Individual Groups

**Assignments Due:** Environmental Analysis Presentations

**No Class - November 14, 2011 Class Cancelled for ASHE Conference in Charlotte, NC**

**No Class - November 21, 2011**

**Thanksgiving Break**

**Class #12 - November 30, 2011**

**What Should College Students Know After College:  
A Look at College Outcomes & Research on College Students**

**Readings Due:**

📖 Pascarella, E. T., & Terenzini, P. (2005). Studying outcomes in the 1990s: Overview and organization of research. In *How college affects students*. pp. 1-16. \*Bb

📖 Pascarella, E. T., & Terenzini, P. (2005). How college affects students: A summary. In *How college affects students*. pp. 571-626. \*Bb

**Assignments Due:** Bring any last minute questions regarding the final paper to class!

**Class #13 - December 7, 2011**

**Course Wrap Up & Reflection**

**Readings Due:** 📖 Pascarella, E. T. (2006). How college affects students: Ten directions for future research. *Journal of College Student Development*, 47(5), pp. 508-520. \*Bb

**Assignments Due:** FINAL PAPER DUE - December 7, 2011 by 11:59 p.m.

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\*Bb Denotes that reading can be found on course Blackboard site.