What – or who – is the American college student?

Depending on who you ask, you might receive varied responses:

In this course, we’ll delve into the varied contextual “backstories” that students bring to campus, what they experience (and the stories many have to tell) about the postsecondary institutional cultures they encounter, and the broader national and global contexts that shape students and the institutions they attend. In so doing, we will draw upon broader theoretical constructs related to social context, culture and identity to inform our understanding and analysis of college students. My hope is that you’ll leave this class at semester’s end with a richer understanding of college students that is grounded in these three important ideas:

- All of us “carry culture with us” (and these cultural understandings inform our interpretations of reality);
- The campus environments in which students (and others) learn and grow can and do affect the nature and quality of their growth and development; and that
- For every student, there is always a “story behind every face.”

Course Storyline

- Constructing a Context: Our Stories of Collegiate Life
- College Environments: A Lens for Informing our Understanding of Collegiate Student Life
- The Broader Environment: Generational Influences on Students & Student Life
A Pressing Millennial Challenge: Mental Health Issues on Campus
Institutional Environments: Mission & Culture as Influences on Student Life
& Engagement
Campus Environments: Institutional Practices that Promote and Hinder
Cultures of Student Engagement
College Environments and Diversity: Students’ Experiences of Life on
Campus

Anticipated Learning Outcomes

A year (or more) after this course is over, I want and hope that all who complete this
course will:

Foundational Knowledge Goals
► Remember that “environments matter” – shaping considerably how students experience
campus life.
► Understand various college environment theories (e.g., human aggregates, constructed)
and their implications for person-environment fit.
► Identify characteristics of the boom, X, and millennial generations.
► Understand how broader youth culture trends and distinctive institutional missions shape
college environments.
► Understand how students from different social identity groups perceive, are affected by,
and participate in the shaping of campus environments.
► Remember that “behind every face there’s a story,” rendering the “typical American
college student” a myth.

Application Goals
► Assess critically popular media and scholarly portrayals of today’s college students.
► Apply college environment theories to analyze their own college experience or current
work setting, as well as to inform their ongoing practice as student affairs professionals.

Integration Goals
► Connect what is learned about today’s college students, college environment theories,
and various campus contexts and practices to your professional work as a student affairs
educator.

Human Dimension Goals
► Become more aware of your own story, and the gifts and limitations that accompany the
“culture you carry with you.”
► Interact sensitively and compassionately with students, practicing an ethic that values
hearing “the story behind each student’s face.”
“Professionalism in Service of Social Justice” is the conceptual framework that informs our work in the School of Education. In keeping with this framework, in this course we will seek to understand the diversity of college students on two and four-year college campuses and how various college environments contribute to their sense of belonging and “fit.” Moreover, we will reflect on our own stories as former college students and how those shape how we view and interact with college students today. Such understandings are likely to offer us keen insights into how justly and authentically we interact with students and with ourselves. The following is a link to the School of Education’s conceptual framework: www.luc.edu/education/mission

### Dispositions

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for the course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric below or posted in LiveText for this course.

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
</tr>
<tr>
<td>Fairness</td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
</tr>
<tr>
<td>All students can learn</td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student fails to understand and/ or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
</tr>
</tbody>
</table>
IDEA Objectives

The following objectives have been identified as important to this course and will be highlighted in the online course evaluation:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Required Books/Readings

We will read four books (listed in order of use) this semester. All books are available for purchase at the Bookstore in Baumhart Hall on Loyola’s Water Tower Campus.


There are also several assigned readings on the course Sakai site. Please check the site weekly for assigned readings. Sakai is accessible at sakai.luc.edu

In preparation for seminar discussions, I encourage you to reflect on the following questions prior to each class meeting:

- Given what I’ve read today, what seems to be the “big idea” that the author(s) is (are) advancing for my consideration? [Try to summarize it in a sentence or two]
- Given what I’ve read today, what ideas or topics seem fuzzy to me? What idea, topic, or question would I like to explore further in today’s class?
- How is what I’ve read today similar to/different from my own experiences as a teacher? Learner? How might these readings help to inform my professional practice?
- What did I find surprising in the readings for today? Why? What didn’t the authors discuss that I assumed they would? Make a list!
- How did I go about preparing for today’s session? What could I have done differently?
Course Expectations

My expectation is that 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 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 be deducted 2 points for every day they are late unless you have notified me of a legitimate emergency or personal crisis ahead of time. 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.
Evidence of Understanding: Evaluation Methods & Criteria

All assignments are expected to conform to the style guidelines and reference formats specified in the Publication Manual of the American Psychological Association 6th edition. Each assignment should be typed using a word processor, double-spaced, using a 12-point standard Times New Roman font. All papers should have a title page, running head, appropriate margins and spacing, headings for sections, proper citations, pagination, and references. Papers exceeding the page limit or grossly under the page minimum will be given a lower grade. Assignments will be submitted via Sakai unless otherwise indicated. If you are not familiar with APA 6th Edition writing and citation guidelines, I strongly encourage you to spend some time reviewing the APA 6th Edition Manual or review the Purdue OWL site found here: https://owl.english.purdue.edu/owl/resource/560/01/

Evidence of Understanding: Evaluation Methods & Criteria

Evaluation should serve as an enriching activity that (1) helps us to demonstrate our understandings of a given subject to others, (2) provides for critical and constructive feedback that further clarifies and enhances understanding, and (3) promotes self-knowledge through self-assessment of what we have learned and the implications these new understandings may have for our continuing growth and development as educator-leaders.

Accordingly, the approach to evaluation in this course is grounded in the following two questions:

- What kinds of performance or behaviors would provide authentic, revealing and sufficient evidence that the participant really understands the course material?
- What criteria will we use to assess the degree of understanding participants have of course material?

Regarding evidence of understanding (question one above), I will ask each of you to complete a variety of assignments, all of which are designed to allow you to (1) demonstrate your emerging understandings of today’s college students, (2) explore the relevance of these understandings within your personal and professional experiences, and (3) prompt reflection on the implications these understandings may have for your professional practice.

FOR MASTER’S STUDENTS, I would like you to complete THREE required assignments – a Teach Us Session, an “I want you to know” essay, and a final narrative self-assessment – and one additional assignment from the “electives” column listed in the menu of assignments provided below. Please select the elective assignment with the following rule in mind: Once the due date for the assignment has passed, you may no longer elect to complete it as your “chosen” assignment.

FOR DOCTORAL STUDENTS, I would like you to complete THREE required assignments – a Teach Us Session, the “I want you to know” essay, and the narrative self-assessment, and a field-based research project – as described in the menu of options provided below. You are welcome to complete an additional assignment for five “extra credit” points, if you so choose.
MENU OF ASSIGNMENTS

<table>
<thead>
<tr>
<th>Portfolio Item</th>
<th>Due Date</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative &quot;Teach Us&quot; Session (REQUIRED OF ALL STUDENTS)</td>
<td>See schedule below</td>
<td>35</td>
</tr>
<tr>
<td>I Want You to Know Essay (REQUIRED OF ALL STUDENTS. Content will be ungraded; total points received may be affected by poor grammar/mechanics)</td>
<td>December 3</td>
<td>25</td>
</tr>
<tr>
<td>Narrative Self-Assessment (REQUIRED OF ALL STUDENTS)</td>
<td>December 7 (Monday)</td>
<td>15</td>
</tr>
</tbody>
</table>

**ELECTIVES for Master's Students**

<table>
<thead>
<tr>
<th>ELECTIVES for Master's Students</th>
<th>Due Date</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Interview with Selected Student &amp; construction of &quot;Life Story/Educational Narrative&quot;</td>
<td>October 8</td>
<td>25</td>
</tr>
<tr>
<td>(B) Media Representations of College Students or the College Experience</td>
<td>October 15</td>
<td>25</td>
</tr>
</tbody>
</table>

REQUIRED ASSIGNMENTS

1. **Collaborative "Teach Us" Session (required for all students)** -- for this portfolio item, you are required to form collaborative work groups (of no less than three and no more than four people), read a book from the below assigned list, and "teach" it to your class colleagues. Additionally, I will ask you to complete some work related to group dynamics and assessment. Your session should be limited to a 45 minute timeframe (30 minutes for "teaching" material and 15 minutes for open discussion). I encourage you to approach this task with intellectual curiosity and scholarly playfulness.

Several formats are acceptable for your "teach us" session. You may, for instance, choose to read excerpts from the text and offer critical reflections on them, transform portions of the book into a "screenplay" and enact selected scenes in class, discuss the book along the lines of a "Face the Nation," "Oprah," or "Colbert Report" format, or draw upon popular expressions of culture (in TV, films, popular magazines, and music) to illustrate key concepts from your selected text. In addition to "teaching the book" to your colleagues, I would also like you to prepare class handouts that summarize the text's major concepts.

I will evaluate teach us sessions on the basis of five criteria (see Sakai site for teach us session rubric):

- how accurately the group depicts the overall gist, or big idea(s), in the selected book
- how effectively and creatively the group actively engages the class in the overall themes, or idea(s), of the book
the quality of the group’s critical reflections on the text (e.g., critical application of course readings or theories to make sense of the key themes of the books; identification of authorial assumptions or biases)

- the quality of the group’s reflective thought on “take away” applications/implications/insights for student affairs educators and their daily work with students

- how well the GROUP worked together AS A GROUP. **You will be asked to develop a group bill of rights and fill out a group evaluation form (an example will be posted on the ELPS 434 Sakai site).**

Please prepare your "teach us" session on one of the following books. This semester, we will have 3 Teach Us sessions. On the first day of class, we’ll work out the logistics, but for now, I anticipate that books will be taught on the following dates:

- Arnett, J.J. (2004). *Emerging adulthood: The winding road from the late teens through the twenties.* Oxford: Oxford University Press. (A psychologist takes an interesting, fresh look at the realities of life in our 20s.)
  **Teach Us Session date: September 24**

  **Teach Us Session date: October 8**

  **Teach Us Session date: October 29**

  **Teach Us Session date: November 12 or 19**

  **Teach Us Session date: November 12 or 19**

- Howard, K., & Steven, A. (2000). *Out and about on campus: Personal accounts by lesbian, gay, bisexual, and transgendered students.* Los Angeles: Alyson books. (Personal accounts of gay, lesbian, bisexual, and transgendered students on diverse college campuses. THIS BOOK IS OUT OF PRINT AND IS NOT AT THE BOOKSTORE. Several copies are available at amazon.com and I also have a copy.)
  **Teach Us Session date: November 12 or 19**

2. **“I Want You to Know” Personal Essay or Artistic Representation (required for all students)** – In the film, “Skin Deep,” there is a scene in which students – who represent a wide range of ethnic backgrounds – engage in an activity entitled, “I Want You to Know.” The purpose of this activity is to provide students with an
opportunity to reflect on their personal histories and stories (including how ethnic, social class, and gendered realities have shaped their personal identities) and to express these developing thoughts out loud to their peers. If you elect to complete this portfolio item, I would like you to put your thoughts on paper or use your creative imagination via music, film, paint, clay, or pencil to respond to the question: “This is who I am, and these are the events that have defined my identity. I want you to know that . . .” Your essay or artistic representation should provide insights into your own personal history/story. You’ll have a far keener idea of how to do this once when I show a clip from “Skin Deep” in class. Please note that while I expect your papers to be typed, double-spaced, and professional in appearance, this is an informal paper (of, probably, 2 - 4 pages in length). If you would like to use a different mode and style of communication to express your authentic, genuine self in this assignment, just check it out first with me. I am open to that option.

Due in class: December 3

3. Final Narrative Self-Evaluation (required for all students) – As a way to bring reflective closure to your experience in ELPS 434: American College Student, I would like you to respond to two questions from the “general category” listed below and the final “summative” question asked thereafter. I expect that your responses will be thoughtful and will offer examples to support your assessments. In my experience, the most thoughtful commentaries usually require at least 1-2 pages of narrative each. Please compose responses to only THREE of the following questions:

General Questions (write on two):

► As you leave this class, what are the two or three most important learnings that you are taking with you? What has made these learnings significant for you?

► What are the two or three things that you want to spend more time developing as a student affairs educator as a result of this class? Why? Be specific. You may write your response to this item in the form of a first-person, self-assessment or as a letter to someone of your own choosing.

► What one or two things did you learn this term THAT YOU DO NOT WANT TO FORGET ANYTIME SOON about how to foster educational environments that promote student belonging and engagement? Why are these learnings important to you (in other words, why do you want to remember them?)

► Compose a question or assignment/project that you would give to another person in this class that, in your opinion, would demonstrate that he or she had developed a solid understanding of one or more concepts discussed in class. After posing your question or assignment/project, write a paragraph or two that offers thoughtful commentary on why you chose to ask such a question or require such an assignment.

Final Summative Question (a response to this question is required):

► Reflect on the various portfolio items you have completed for this class. Why did you select these particular portfolio items? What do they reveal to you about you as a learner and your learning preferences? Strengths?
Weaknesses? How does your work over the course of the semester, in your mind, demonstrate that you have developed an enhanced understanding of student cultures and college students?

**Due on Monday, December 7**

4. **Research Prospectus and Field-Based Project (required of all doctoral students)** -- I would like you to either conduct independent, individual research or to form small, collaborative research groups (of 2-3 people) and to complete a case study depicting students’ experiences on campus at Loyola University Chicago or a postsecondary institution of your choice. Be sure to choose a manageable topic; don't set out to describe student culture writ large at an institution. Instead, focus on the experiences of a given human aggregate or subculture, such as a fraternity/sorority, residence hall, academic or social society, athletic team, religious or musical group. You can also write a case study about a specific aspect of student life -- such as the transitional experiences of first year students or student volunteerism on campus -- or explore the contours of student life and culture for a particular population, such as for women, men, adult, GLTBQ, community college, first generation, international, or minority students. I am available to confer with you about your selected topic. **Your study will require my approval before you can begin data collection.**

Your case will require original research (interviews, document analysis, and possibly, participant observation). I have provided you with guidelines that will be useful to you in conducting research for your study (see information to include in research prospectus, number 2 above and attached appendix). In writing your case, organize it as follows:

- introduction
- background information on the subject under study (make some reference to the literature in this section);
- methods used;
- findings from your research (tell a story -- do not discuss qualitative or quantitative results in a disaggregated, verbatim manner; rather integrate your findings into a coherent work that tells a story about what you studied);
- analysis and discussion (pull out and elaborate on key analytical themes that describe what you learned in your study); and
- implications for student affairs administrators (building on what you learned in your study, what implications should your findings have for student affairs practice?).

In your findings section, be sure to supply relevant evidence that will, in turn, support your analytical themes/interpretations. **I warmly encourage collaborative group projects; you can cover more ground and do a more in-depth study with more brainpower.** If you elect to complete your culminating course project as a GROUP PROJECT, please attach a description at the end of your paper that accounts for the contributions made by each group member.

As part of electing this option, you are required to submit a general plan, or prospectus, of the research study you plan to conduct. Appendix B ("Things to Remember when Conducting Your Study") will offer assistance as you seek to write
your prospectus. Simply put, I would like you to answer each of the 6 questions listed on this handout:

- what you plan to study (phrase this as a two to three sentence purpose statement);
- what research questions will guide your study;
- who you plan to observe, interview, or survey;
- how you will collect your data (via interviews, focus groups, surveys, observations, analysis of written materials, or a combination of these methods);
- when and where you'll collect your data (give a timeline); and
- how you plan to obtain permission from relevant "gatekeepers" for your study (we'll discuss this in class).

While I expect you to give your research prospectus careful thought, please remember that I know that for many of you this represents your "first shot" at conducting original research. Hence, the "real purpose" of this assignment is to get you thinking about your project in a thoughtful, systematic way. I will provide you with constructive feedback on your proposed study which, I hope, will help to guide your research efforts later in the term. Of course, you should feel free to call, email, or set up an appointment with me if you would like to discuss your research study prior to the submission of your research prospectus.

Prospectus Due: September 24  
Final Paper Due: December 7

**ELECTIVE CATEGORY**
(Master’s students choose 1 assignment)

**Elective A: Interview with Selected Student & Construction of “Life Story/Educational Narrative”** -- If you elect to complete this portfolio item, I would like you to interview a graduate or undergraduate student of interest to you and, preferably, who is quite different from you (see potential list of “diverse students” below). You may choose to interview a classmate, a good friend, or someone who is not familiar to you. Your interview should concentrate largely on learning more about that person’s life story and their unique narrative as, for instance, a first generation college student, re-entry adult woman student, GLBT student, sorority sister, seminarian, and so forth. As part of your queries, be certain to ask questions about why they chose to go to college, what challenges they have experienced during college, what they have most enjoyed about their college experience, and what advice they would give to students like them as they come into college as well as to student affairs administrators who work with members of their group. I have included a list of potential interview questions in Appendix A to guide your efforts, although you can feel free to add or subtract from this list. Indeed, you may have to alter this list somewhat to focus on targeted aspects of the student you select to interview.

Once you have completed your interview, I would like you to construct a narrative, or story, about that person, preferably writing the narrative in your interviewee’s "voice." Put another way, I’d like you to construct a “first person” account of your selected interviewee, told in his or her voice, from his or her own perspective. The portraits in any of the Andrew Garrod books noted above offer
outstanding examples (as does the Rodriguez piece, “Detour from Nowhere”).
Please type and double-space your narrative, which should not exceed 8 - 10 pages in length (I suspect most will be between 5 - 10 pages long).

You may select from a plethora of “diverse student groups” for this project. I offer some suggestions here; if you would like to interview a student whose “group” is not represented on this list, please discuss your selection with me before proceeding. Possible interviewees for this project include: traditional-age or non-traditional age Caucasian/Latino/African-American/Asian-American/Native American/International/Immigrant male or female; gay/lesbian/bisexual student (who may be of traditional or non-traditional college age and of any racial/ethnic background); a male or female student of diverse religious background (e.g., Muslim, Jewish, Evangelical Christian, Roman Catholic); a male or female HIV positive student; a single-parent, working male or female returning adult student; a fraternity or sorority member; a male or female student leader (or any racial/ethnic background); a first-generation, low-income college student (or any racial/ethnic background); a physically disabled/challenged student (e.g., visually or hearing impaired, wheelchair bound); a learning disabled student (e.g., dyslexia); a commuter student; a seminarian, Jesuit scholastic, or other man or woman studying for a religious vocation; a student leader in government or student affairs; a college athlete; or an academically-gifted woman or student of color.

**DUE in class: October 8**

_**Elective B: Media Representations of College Students or the College Experience** – More than any other generation before it, the millennials have been strongly influenced by the popular media (though television, film, and the internet. If you choose to complete this assignment, please select a popular movie or television show that has focused either on (1) millennials, (2) college students on campus, or (3) on some depiction of college life. Once selected, please prepare either a powerpoint presentation, multimedia presentation, or essay that addresses the following points:

- What representations of millennials, college students, college life, or the college environment/campus are the producers and writers of the film or television show trying to narrate to their audience? Offer evidence to support your argument (you may either describe the video clips through narrative or embed them in a powerpoint or multimedia presentation).
- Based on what we have read in class, as well as on your own experiences as a college student and student affairs educator, evaluate the accuracy of the media representations you have reviewed. Are they on target? What seems “on mark?” What seems to be distorted? What assumptions or biases seem apparent in how the producers/writers have chosen to depict their subjects or aspects of the college environment?
- Conclude by offering two to three recommendations to the producers/writers of these films/television programs to enhance their “representations” of either the millennials, college students, college life, or college environments they are portraying. Defend your recommendations by grounding them either in a theory or perspective advanced by Strange and Banning, Kuh et al., or another reading from class.

**Due in class: October 15**
Final course grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 and over</td>
<td>A</td>
</tr>
<tr>
<td>91 – 94</td>
<td>A-</td>
</tr>
<tr>
<td>88 – 90</td>
<td>B+</td>
</tr>
<tr>
<td>85 – 87</td>
<td>B</td>
</tr>
<tr>
<td>82 – 84</td>
<td>B-</td>
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<tr>
<td>79 – 81</td>
<td>C+</td>
</tr>
<tr>
<td>75 – 78</td>
<td>C</td>
</tr>
<tr>
<td>72 – 75</td>
<td>D</td>
</tr>
<tr>
<td>Below 71</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Regarding **evaluation criteria**, the following items will inform our assessments:

- evidence of outside-of-class preparation for class activities and discussions;
- active engagement and involvement in class activities;
- organization and clarity of expression and thought in written projects and verbal presentations;
- integration of class readings, theory- and research-based principles on college students and collegiate environments in required assignments;
- efforts to support the teaching, learning, and professional growth and colleagueship of peers;
- proper grammar/mechanics and professional appearance of written projects.

Of course, please remember that it is very possible “to earn all A’s in school and still flunk life” (and graduate school!). My hope is that your primary focus will be on developing and enriching your understandings of today’s college students and how that relates to your own skillful practice as a current (or future!) higher education professional, rather than on earning an “A.” Indeed, I’ll wager that if you focus on the former, you’ll do well on the latter. The reverse, unfortunately, seldom happens.

**As a matter of fairness and courtesy to all class participants, I will assess penalties for late papers** (except in the case of emergencies, whereupon I must be notified). I will not provide extensive written feedback on papers that are submitted late and I will deduct two points for each day that an assignment is submitted past the due date.
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: www.luc.edu/education/resources/academic-policies/academic-integrity/

For additional academic policies and procedures refer to: www.luc.edu/education/resources/academic-policies/

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

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: www.luc.edu/sswd/

Technology

We live in an increasingly technological world and, as professionals in the teaching and learning enterprise, we need to be able to access and use technology effectively. Accordingly, I will be using the following technological tools in this course: email, youtube video, on line internet sites, Sakai, and various video clips. I will expect you to develop further your own technological skills through (1) the use of a word processing program for submission of required written assignments; (2)
retrieving course readings and other materials via a dedicated internet Sakai site; (3) using email as a way to communicate with me and your peers outside of class; and (4) accessing various e-journals and virtual library resources for class assignments.

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf
www.luc.edu/its/itspoliciesguidelines/index.shtml

Diversity

Giving the growing diversity of today’s college students, this class is, by its very nature, focused on diversity. While we will learn much about today’s multicultural student body, this course – through required readings, videos, assignments, and discussions – also promises to enhance students’ understandings of the influence that various institutional and subcultural narratives can have on students’ collegiate experiences. I hope that this course will challenge all of us to develop a deeper appreciation for students’ collegiate experiences that go well beyond our own valuable – but bounded – understandings. With this hope in mind, we will adopt conversational practices in this class that not only will seek to honor our own voices and those of others, but also the “still, small” voice that often is largely ignored in campus discussions of diversity.
Session 1: Constructing a Context: Our Stories of Collegiate Life 8/27/15

- Introduction to the course
- Our “backstories”

Assigned Reading:
- ELPS 434 Syllabus (Sakai)

Session 2: College Environments: A Lens for Informing our Understanding of Collegiate Student Life 9/3/15

- Components of campus environments
  - Physical environments
  - Human aggregate components
  - Constructed components

Class Activity: An excerpt from “The Morehouse Men”

Assigned Reading:
- Strange and Banning, Designing for Learning, preface, introduction to Part I (pp. 1-7), chapters 1, 2 and 4

Session 3: College Environments: Application 9/10/15

- Components of campus environments
  - Physical environments
  - Human aggregate components
  - Constructed components

Class Activity: Campus Anthropology Field Trip to three local colleges/universities

Assigned Reading:
- No assigned reading, but glance back through Strange and Banning, Designing for Learning, chapters 1, 2 and 4

Session 4: The Broader Environment: Generational Influences on Students & Student Life 9/17/15

- What is a Generation?
- Generation X
- The Millennials
Class Activity: Please bring a "symbol" of your generation to class today.

Assigned Reading:

- Levine and Dean, *Generation on a Tightrope*, Preface (pp. x – xxii), Introduction (pp 1-9), chapters 1–4 and Appendix A.

Session 5: The Broader Environment: Generational Influences on Students & Student Life
9/24/15

Research prospectus due (for doctoral students)

- The Millennials: A New Generational Script?
- Reflecting on the Millennials and Generational Scripts

Teach Us session: Arnett’s * Emerging Adulthood*

Assigned Reading:

- Levine and Dean, *Generation on a Tightrope*, chapters 5-8.
- Blackhurst, A. (March/April 2008). Moving away from generalizing a generation. *About Campus.* (Sakai)

Session 6: A Pressing Millennial Challenge: Mental Health Issues on Campus 10/1/15

Life story narrative due

Class Activity: A Conversation with DePaul’s Dean of Students and Director of Counseling Services

Assigned Reading – To be Finalized

- Olson, T.A., & Riley, J.B. (May/June 2009). Weaving the campus safety net by integrating student health issues into the curriculum. *About Campus.* (Sakai)
Session 7: A Pressing Millennial Challenge: Mental Health & Substance Abuse Issues on Campus

10/8/15

Class Activity: A Close Look at the NIU Tragedy

Teach Us Session: Zalickas’s Smashed

Assigned Reading – To be Finalized

► Kadison and DiGeronimo’s *College of the Overwhelmed*, chapters 5 & 6 (Sakai)
► Keen, J. & Bello, M. (February 16, 2008). NIU mourns victims in deadly shooting. *USA Today*. (Sakai)

Session 8: Institutional Environments: Mission & Culture as Influences on Student Life & Engagement

10/15/15

Media Representation Project Due

► Understanding Campus Environments: The Influence of Mission & Culture

Class Activity: Field trip to Moody Bible Institute

Assigned Reading:

► Strange and Banning, *Designing for Learning*, chapters 5, 6, 7 and 8
► Kuh, et al., *Student Success in College*, chapters 1-4

Session 9: Institutional Environments: Mission & Culture as Influences on Student Life & Engagement

10/22/15

► Understanding Campus Environments: The Influence of Mission & Culture

Class Activity: Field trip to IIT & Shimer College

Assigned Reading:

► Strange and Banning, *Designing for Learning*, chapters 5, 6, 7 and 8
► Kuh, et al., *Student Success in College*, chapters 1-4
Session 10: Campus Environments: Institutional Practices that Promote and Hinder Cultures of Student Engagement
10/29/15

Promoting student engagement: What works, what doesn’t

Class Activity: Building a Culture of Engagement a la Kuh et al’s findings
Teach Us Session: Thernstrom’s Halfway Heaven

Assigned Reading: Kuh, et al., Student Success in College, chapters 8 - 12

Session 11: College Environments and Diversity: Students’ Experiences of Life on Campus
11/5/15

Diverse Students, Diverse Stories: The Salience of Race, Ethnicity, & Class on Students' Experiences with College Life

Class Activity: Discussion of Suskind’s text

Assigned Reading:
- Suskind, A Hope in the Unseen (yes, the entire book!)

Session 12: College Environments and Diversity: Students’ Experiences of Life on Campus
11/12/15

An emerging issue: Undocumented students on campus

Teach Us Session: Mi Voz, Mi Vida, Balancing Two Worlds, or Out and About on Campus

Assigned Reading – To be Finalized
- Abrego, L.J. (2006). “I can’t go to college because I don’t have papers”: Incorporation patterns of Latino undocumented youth. Latino Studies, 4, 212-231.

Session 13: College Environments and Diversity: Students’ Experiences of Life on Campus
11/19/15

Diverse Students, Diverse Stories: First Generation, Physical/Learning Disabled, International, and Adult Students’ Experiences with College Life

Teach Us Session: Mi Voz, Mi Vida, Balancing Two Worlds, or Out and About on Campus

Class Activity: Student Panel
Assigned Readings – To be Finalized

- No author. (July, 2006). Commuter students: Myths, realities, helpful theoretical frameworks. *Journal of Recruitment and Retention*. (Sakai)

Session 14: No Class – Thanksgiving Break
11/26/15

Session 15: College Environments and Diversity: Students’ Experiences of Life on Campus
12/3/15

*I Want You to Know essays due TODAY
Research projects due MONDAY, DECEMBER 7
Final Narrative Self-Evaluation due MONDAY, DECEMBER 7

- Diversity on Campus
- Course Wrap-Up

Class Activity: Discussion of “I Want You To Know” essays

Assigned Reading:

- None
APPENDIX A: LIFE NARRATIVE INTERVIEW
Potential Questions to ask of Selected Interviewee
(questions adapted from Bret Eynon, LIB 200 Seminar, LaGuardia Community College)

Growing Up
Where are you from? Where did you grow up?
• What are your strongest memories (or most important experiences) of growing up?
• What did your parents do for a living?
• What kind of educational background did your family have? How did they feel about education?
• How would you describe the neighborhood in which you grew up?
• How would you describe your high school? What words would you use to describe your high school experience? Your teachers? The “kinds” of students you hung out with? Yourself as a student (academically and otherwise)? The physical campus of your high school?
• Have you or any member of your family ever experienced discrimination? If so, can you share that experience with me?

Coming to College
• What were your expectations of college? Did you have an image of what college would be like?
• Why did you decide to go to college? Why did you decide to attend [name of interviewee’s college]?
• What's your major? Is it the same major you started with? If you changed majors, why did you change?
• What's the best class you had as a college student? Why was it so good? What did you learn from it? What was your worst class in college? Why was it bad? How did you handle it?
• Did you experience in any challenges in deciding to go to college? To coming to [name of interviewee’s chosen college] in particular?

Life as a College Student
• Do you belong to any student organizations? Use the library or gym? Do you spend time here beyond your classes, doing something particular or just hanging out?
• Do you have a job now, while you're going to school? What do you do? How does that affect you and your education?
• How does your family feel about you coming to college? Has your family supported or encouraged you? In what ways? If you are married or have children, how has that affected your experience in college?
• College often provides students with considerable experiences with diversity. Has this been your experience? Have you gotten to know people from other backgrounds? Have your own attitudes about different groups changed since you've been a student? In what ways?
• Did/have you experience(d) tension or prejudice in college? What was that experience like?
Have you had any other experiences in college that you have found especially challenging, difficult, or burdensome? What were they?

• Overall, what do you like the most about college? What’s the best thing about it? What the worst thing about it? What would you tell a friend who is a lot like you about coming to college?

_Cha**nging & Growing_

• How have you grown as a person during your time in college? What were you like when you first came? How have you changed? Why did those changes happen?

• Has education changed your relationships with your family or your old friends? In what ways? What is your relationship to the culture you grew up with? Has that changed in any way?

• How have your dreams for yourself changed as a result of your education? What are your plans for the future? Do you plan to go on for more education? What kind of work or career are you interested in? What do you want to be doing in 5 years?

• What's would you describe as your best college memory? Why? Your worst?