EDL 633: Today's College Student

Semester/Year	Fall 2015
Day/Time	5 F2F Monday meetings, 5-7:15 PM August 24; September 28; October 19; November 2; November 30
Location	Education Building (EB) 266
Instructor	James M. DeVita
Office Location	EB 376
Office Hours	Mondays, 10 AM-1 PM; 3-5 PM Wednesdays, 10 AM-2 PM
Online & Additional Hours	Schedule via Outlook calendar request or email

Telephone	Office:	(910) 962-3593
	Cell:	(865) 207-3163

Expected Response Times	Text message to cell	2-3 hours (often quicker)
	Email message	2-3 days
	Voicemail message	>3 days

Email	devitaj@uncw.edu jamesmdevita@gmail.com

I do check email messages regularly and will respond as soon as possible. If you do have an immediate concern, please contact me via phone.

Watson College of Education – ELearning
& Online Support
http://uncw.edu/ed/online/students.html

Randall Library
http://library.uncw.edu/

Technology Assistance Center @ UNCW
http://uncw.edu/itsd/help/

Disability Services @ UNCW
http://uncw.edu/disability/students/index.html

TAC Help Desk
http://uncw.edu/ITSD/help/TAC.html

University Learning Center
http://www.uncw.edu/ulc/about/index.html

Blackboard Information
http://uncw.edu/ITSD/learning/UNCWITSD
BlackboardLearn.html

Writing Center
http://uncw.edu/ulc/writing/center.html

While I have tried to include as much information as possible in this version of the syllabus, it is a living document and is subject to change.

Course Overview

Course Description

This course helps higher education leaders to develop a clear understanding of the developmental issues facing students and the process by which development occurs. Extensive study of theories of social identity development and the application of principles of social justice in college settings will assist student affairs professionals in supporting diverse students.

Relation of the Course to the Watson College of Education Conceptual Framework

This course is designed to encourage critical reflection and practical engagement with issues related to student identity and development.
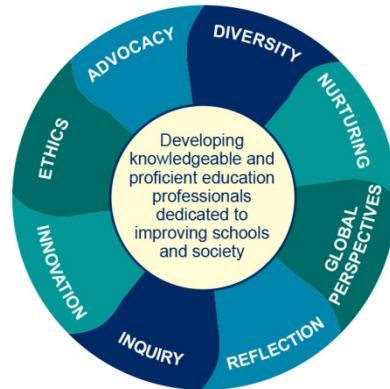
Relation of the Course to UNCW Learning Goals

This course meets UNCW Learning Goals of:
1. *Inquiry* – Students will engage in rigorous, open-minded and imaginative inquiry;
2. *Information Literacy* – Students will locate, evaluate, and effectively use information by applying a variety of academic and technological skills;
3. *Thoughtful Expression* – Students will effectively express meaningful ideas in speech and writing;
4. *Diversity* – Students will describe and examine the importance and implications of human diversity.

Course Objectives and Outcomes

Students will be able to:

1. Demonstrate understanding of theories and models of the development of college students;

2. Develop an understanding and appreciation for how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, disability, and religious belief can influence development during the college years;

3. Apply models and theories of student development to the functions of student support services on college campuses;

4. Discuss issues of and advocate for groups of under-represented students on college campuses.

Class Policies

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook*. More information about the Academic Honor Code at UNCW is available here: http://uncw.edu/policies/documents/03_100FINALHONORCODE_Aug2009.pdf.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, the website is linked on page 1 of the syllabus.

Deadlines and Late Work: If you must hand in work late for a legitimate reason (e.g., personal illness, family illness), please contact James to discuss the situation prior to the due date. The grade for any work handed in late without prior discussion and a legitimate reason will be reduced by 10% per day.

Professional Conduct and Participation: You will be expected to contribute actively and positively to the class discussion. Actively engaging in discussion about ideas and concepts is one means of learning new material and considering your position with regard to those ideas and concepts. Participation in the class is designed to help you develop your verbal and listening skills by encouraging active involvement in the learning process. Participation does not necessarily equal talking a lot (in fact, talking for the sake of talking often detracts from one's participation). The following are examples of factors considered when evaluating participation:

- Contributing interesting, insightful comments
- Presenting good examples of concepts being discussed
- Building on the comments of others
- Raising good questions
- Being sensitive to your level of participation and making attempts to adjust
- Being sensitive to the emotional impact of your statements
- Listening and responding appropriately to others' comments

- Being sensitive to the nonverbal messages you may be conveying
- Attending all class meetings
- Being on time

<u>Student Email Policy:</u> University of North Carolina Wilmington students are provided an "@uncw.edu" email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. This will also be the primary form of communication I utilize to communicate with you throughout the semester.

Required Texts

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

Publication Manual of the American Psychological Association (6th ed.). (2009). Washington, DC: Author.

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

Assignments & Evaluation

1. Co-generative Dialogue Group		30 points
Meeting #1 activities	10 points	
Meeting #2 activities	10 points	
Reflective essay	10 points	
2. Today's College Student Case Study		60 points
Part I: Introduction & Literature Review	10 points	
Part II: Theoretical Framework	10 points	
Part III: Data Collection & Analysis	10 points	
Part IV: Discussion	10 points	
Part V: Implications	10 points	
Final Revision and Submission	10 points	
3. Final Presentation		5 points
4. Self-Evaluation		5 points
	Total	100 points

Grading Scale

A	**95-100**		**B-**	**80-82**
A-	**90-94**		**C+**	**75-79**
B+	**86-89**		**C**	**70-74**
B	**83-85**		**F**	**69 and Below**

Incompletes will be given only in extreme circumstances. Please contact me as soon as you know to initiate a discussion of any extenuating circumstances that will prevent you from completing the course. If you do take an incomplete it is your responsibility to reach out to discuss appropriate arrangements to complete course requirements within 1 calendar year maximum.

Assignment and Writing Guidelines

All assignments should be submitted by 11:59 PM on the day they are due as noted on the syllabus. Your written assignments must be submitted using the Assignment Submission function in Blackboard for our course. My feedback and grade will be added to your document using the "track changes" function in Word, so your document should be uploaded in either ".doc" or ".docx" format and saved with your last name as part of the file name. (e.g., DeVita_MAP1)

If you need assistance conceptualizing assignments or reviewing projects, please contact me at least one week prior to the assignment due date. I will not assist with editing or rewrites but may be able to indicate to you that editing or rewriting is needed to correct grammar, punctuation, APA format, etc. Students are strongly encouraged to use each other as editors as well.

All written assignments are expected to conform to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (6th ed.). All work must be typed, double-spaced, using 12-point font (preferably Times New Roman, although it is important to note that Arial is the most "readable" font for individuals with any type of visual or learning impairment).

Written assignments will be graded on their technical quality as well as content. All written assignments should be carefully proofread for spelling, grammar, and syntax. If your writing skills are not strong, I urge you to seek outside help to improve them.

Course Activities

Co-Generative Dialogue Group (Co-Gen)   **30 points (30% overall)**

Throughout the semester, students will be engaged in a cogenerative dialogue project where they have an opportunity to enact changes within the classroom that create a more inclusive environment for the learning of all students. Students will be randomly assigned to small groups that will meet with the course instructor at 2 points in the semester to discuss class structure and their engagement in the group project. In addition to being engaged in a comprehensive reflection and discussion process within their small groups during their assigned weeks, students will be responsible for shaping the structure of the upcoming course module and F2F meeting. Co-Gen is designed to give students a more prominent voice in their learning and to provide the instructor with on-going, formative feedback that can be used to improve students' experience and engagement. Co-Gen activities will be enacted by each group during subsequent F2F meetings. Evaluation of each group's Co-Gen activities will be done via peer feedback (**2 activities, 10 points each = 20 points total**).

Co-Gen Meeting Schedule

Schedule	Discuss Class Structure	Discuss Group Project
Week prior to Module II F2F by Monday, 9/21	Group #1	Group #3
Week prior to Module III F2F by Monday, 10/12	Group #2	Group #4
Week prior to Module IV F2F by Monday, 10/26	Group #3	Group #1
Week prior to Module V F2F by Monday, 11/11	Group #4	Group #2

Co-Gen groups were randomly assigned using the "random group assignment" feature in Blackboard. Each group has a space to communicate and share documents. All meetings will be scheduled during a time that is mutually agreed upon by ALL group members and course instructor. The meeting can be F2F or online depending upon access to campus for group members.

Reflective Essay   **10 points**
Due: Tuesday, 12/1 by 11:59 PM

Each student will submit a reflective essay that discusses their engagement in the Co-Gen process. Since each Co-Gen group will be a bit unique in its discussion, focus, and activities, the content (and possibly structure) of this paper is flexible; however, each student should address the following questions in an essay that should not exceed 5 pages in length:

1. What did you learn about your learning and engagement through participation in the Co-Gen process?
2. What did you learn about the learning and engagement of other students? How did they differ from your processes discussed in question #1?
3. Were the activities that were enacted by your group successful? Why or why not? What would you have changed based on what you experienced?

You can address other topics/questions as well, but be sure that you provide specific examples and/or anecdotes to illustrate your key points. Evaluation will be based primarily on your ability to critically reflect on your experiences with the Co-Gen process.

Today's College Student Case Study (TCSCS)   **60 points total (60% of overall grade)**

The major assignment in EDL 633: Today's College Student is the completion of a collaborative case study research project that is focused on a group of college students currently participating in higher education. Students will work in small groups to collect data from a group of students that pique their professional and/or personal interests as a focus of their project. The TCSCS is intended to provide students with an in-depth exploration of the both the theory (i.e., literature and interdisciplinary frameworks) and practices (i.e., everyday lived experiences) of the population selected to study. The final product of students' work will align with the guidelines

and standards of a professional academic journal publication that will be submitted for consideration for publication. The process of developing and completing the TCSCS will be facilitated through multiple activities and assignments built into the modules of course as detailed below.

Pre-Module Work: CITI Training and IRB

Dr. DeVita has developed an overarching Institutional Review Board (IRB) application that will cover all student projects in the course. This means that you do NOT need to submit and await approval for your own IRB proposal for your project. All students enrolled in the course will be covered by the blanket IRB that has been submitted and approved by Dr. DeVita. During the first module of the course, including our face-to-face meeting on 8/24, the process will be described in greater detail. The only requirement is that all students have completed the online CITI training. If you have completed this any time within the last year (e.g., during EDL 641) you do not need to re-take the training. I will, however, need a copy of your completion certificate and the date you completed your training. Details for submitting this information are available in Module I.

The benefit of participating in a collaborative IRB process is that all students will have the opportunity to consider disseminating their work on the TCSCS externally. In addition to the submission of an article for review, students have the opportunity to use the data collected during this project to submit a conference proposal or other professional activity. Because of my assistance with critical components of the TCSCS throughout the project (e.g., IRB, methodology, editing and revisions), I will join publications as an author. Author order will be negotiated with the group as part of the course activities.

ALL written assignments should be framed using the guidelines of the particular journal that the group has selected for consideration for publication. Journals use different citation and formatting guidelines, have various page lengths/requirements, and include specific details about how to structure the article (e.g., headings) as well as how to frame implications and/or recommendations.

Literature Review – post-2005   **10 points**
> **Due: Tuesday, 9/15 at 11:59 PM**

The literature review should include approximately 12-15 resources related to their student population. The literature review should be written as an ***integrated*** discussion of relevant literature that describes "what we know from the literature" about the population they have selected as their focus for the TCSCS. The literature review should follow guidelines of the journal selected for publication. Additional information is available in Module I of the course in Blackboard.

Theoretical Framework   **10 points**
> **Due: Tuesday, 10/13 by 11:59 PM**

Each research team will select a theoretical framework that is related to their selected student population. The framework can come from any field, including higher education, education, psychology, sociology, organizational administration, etc. The theory will be used to frame your project and will assist with data analysis. You should select a framework that connects to both your literature and selected population. The theoretical framework should be summarized in approximately 2 pages (maximum) and include a summary table or figure that provides a visual representation of the framework for easy reference. Additional information is available in Module II of the course in Blackboard.

Required Data Collection and Analysis Workshop
Date: Monday, 11/2 from 5-7:15 PM

Each research team will be required to complete at least 12 interviews for their data collection. All interviews should be with individuals who share the identity of your selected student population. Since the purpose of the TCSCS is to have you engage directly with your select group, surveys will not be permitted as I want you to meet and talk directly with your participants. Your data will need to prepared for the data analysis workshop on Monday, 11/2. This means that interviews will need to be transcribed by that date. Additional information is available in Module III of the course in Blackboard.

Data Collection   **10 points**
        Due: Tuesday, 11/17 by 11:59 PM

A report on your data collection as well as access to the raw data will be required. The report will require you to discuss: (a) data sources, (b) recruitment and description of participants, and (c) discussion of the setting or context for your project. The report should follow the guidelines of your selected journal. Additional information is available in Module IV of the course in Blackboard.

Data Analysis   **10 points**
        Due: Tuesday, 11/17 by 11:59 PM

Each research team will produce an in-depth description of their process for analyzing the data in their project. This process will emerge, in part, from your work in Module III. Support for discussing the process will come from your collaborative work on data analysis during our face-to-face meeting on 11/15, as well as from Dr. DeVita. The report should follow the guidelines of your selected journal. Additional information is available in Module IV of the course in Blackboard.

Discussion   **10 points**
        Due: Tuesday, 12/1 by 11:59 PM

Each student will prepare a discussion of their findings that connect to the literature reviewed in previous sections of their paper. The report should follow the guidelines of your selected journal. Additional information is available in Module V of the course in Blackboard.

Implications   **10 points**
       Due: Tuesday, 12/1 by 11:59 PM

Each research team will prepare implications for research and/or practice regarding the student population they have selected to explore this semester. The report should follow the guidelines of your selected journal. Additional information is available in Module V of the course in Blackboard.

Final Presentations   **5 points**
       Due: Monday, 11/30 – During final class meeting

The format and structure of final presentations will be determined through the Co-Gen process. Students in the groups assigned to meet with the instructor prior to Module V will be responsible for representing students' perspectives on the format for final presentations (Class Structure) and content and guidelines of the final presentations (Group Project). Both groups will assist with identifying appropriate evaluation methods.

Self-Evaluation – Due by Tuesday, 12/8 at 11:59 PM   **5 points**

All students will complete a self-evaluation that includes an assigned score (0-5 points) and narrative that justifies the score selected.

Course Overview

Dates	Readings & Activities	Due by 11:59 PM	Feedback
Module 1: Project focus Getting started W 8/19 – T 9/15	CITI Training/Confirmation P&T: Preface, Chps. 1 & 2 R&R: Chps. 1-3 & 7 F2F: Monday, 8/24 5-7:15 PM in EB 266	Literature Review Due by Tuesday, 9/15	By 9/23
Module 2: Theoretical perspectives W 9/16 – T 10/13	P&T: Chps. 3-6 R&R: Chps. 4-6 F2F: Monday, 9/28 5-7:15 PM in EB 266	Theoretical Framework Due by Tuesday, 10/13	By 10/20
Module 3: Data collection and analysis W 10/14 – T 10/27	P&T: Chps. 7-9, 11 & 12 R&R: Chps. 8-10 F2F: Monday, 10/19 5-7:15 PM in EB 266	All data must be prepared and ready for Data Analysis Workshop on Monday, 11/2	
Module 4: Connecting findings to literature: Discussion W 10/28 – T 11/17	Articles on case study methodology posted in Blackboard F2F: Monday, 11/2 5-7:15 PM in EB 266	Data Collection & Data Analysis Due by Tuesday, 11/17	By 11/24
Module 5: Connecting findings to practice: Implications W 11/18 – T 12/1	No readings this module F2F: Monday, 11/30 5-7:15 PM in EB 266 Final Presentations during class	Discussion Implications Due by Tuesday, 12/1	By 12/8
Final Required Meeting	Higher Education Symposium Wednesday, 12/9 from 5-7 PM	Self-Evaluation Reflective Essay (Co-Gen) Due by Tuesday, 12/8	