

**EOL 572 – The College Student
Educational Organization and Leadership
Fall 2004, Tuesdays 4pm-6:50pm
37 Education Building**

Professor: Denise O’Neil Green, PhD
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Office Hours: Tuesdays 10-12 and 1:30-4 (Additional hours are by appointment only)
ILab/website: <http://www.inquiry.uiuc.edu/ilabs/out.php?cilid=633>
EOTU: <http://www.eotu.uiuc.edu/>

COURSE DESCRIPTION:

This course examines theory, research, and practice as they relate to the American college student population. In particular, the course explores: 1) how students develop cognitively and psychosocially in college; 2) how students experience the college environment; and 3) how students behave as agents of change in those environments. The course is divided into two parts. The first part consists of readings, discussions, short writing assignments. The second part consists of an in-depth research project that examines a contemporary college student issue at the University of Illinois.

COURSE OBJECTIVES:

- Describe the profile of students in America’s colleges and universities, including demographic characteristics and enrollment trends.
- Introduce students to student development, college impact, and political engagement research.
- Identify and describe existing theories and conceptual frameworks employed to study the American college student.
- Examine how these theories, frameworks, and research aid practitioners in understanding different student populations and their college experiences.
- Develop and/or sharpen understanding of the research process and research skills.
- Engage students in a research project on a topic that is analyzed from the perspective of course readings and additional relevant literature.
- Complete a mini ethnography that involves collecting and analyzing qualitative data (e.g. participant observations and interviews).

REQUIRED TEXTS:

American Psychological Association, (2001). *Publication Manual of the American Psychological Association (5th edition)*. Washington, D.C.: Author.

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student Development in College: Theory, Research, and Practice*. San Francisco: Jossey-Bass.

Tatum, B.D. (1999). *“Why are all the black kids sitting together in the cafeteria?” and other conversations about race*. New York, NY: Basic Books.

Stage, F., Anaya, G., Bean, J., Hossler, D., & Kuh, G. (Eds.). (1996). (ASHE Reader Series). *College students: The evolving nature of research*. Needham Heights, MA: Simon and Schuster Custom Publishing.

EOL 572 Course Pack of selected readings (Purchase at Illini Union Bookstore on Textbook floor. Cost is approximately \$21.)

RECOMMENDED TEXTS FOR DOCTORAL STUDENTS:

Becker, H. S. (1986). *Writing for social scientists: How to start and finish your thesis, book, or article*. Chicago: The University of Chicago Press.

Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed method approaches*. (2nd Edition). Thousand Oaks: Sage Publications.

STUDENT ASSIGNMENTS:

Assignment	Points	Due Date
Proposal for Ethnographic Project	Not evaluated	September 28
Analytic Paper (5 pages)	40	October 5
MID-TERM	45	October 26
Group Presentations on Research Projects	Not evaluated	Nov 30 – Dec 7
Class Participation (Class and small group discussions & in-class hands on projects)	35	
Ethnography Team Project (15-20 pages)	80	December 10
	200	

COURSE SCHEDULE:

August 31 – Introduction to Course and Research on College Students

- Introductions
- Syllabus and course rubric
- Problems and issues of today regarding the college student
- Course Assignments
- Discussion on college student research

September 07 – Research on College Student Development and College Impact: Models and Theories

- What factors influence student development?
- Which models/theories explain your college experience?
- What questions can these models/theories help us answer as practitioners?

Evans, Forney, & Guido-DiBrito, Chapters 1-2

Pascarella, E. T. & Terenzini, P. T. (1991). *How College Affects Students: Findings and Insights from Twenty Years of Research*. (Pp. 15-61). San Francisco: Jossey-Bass. (**Course Pack**)

Stage, F. & Anaya, G. (1996). Transformational View of College Student Research. In B.A. Jones (ASHE Reader Series Ed.) & F. Stage, G. Anaya, J. Bean, D. Hossler, & G. Kuh (Vol. Eds.), *College students: The evolving nature of research* (pp. xi-xxii). Needham Heights, MA: Simon & Schuster Custom Publishing.

Chickering, A. & Reisser, L. (1996). Key influences on student development. In B.A. Jones (ASHE Reader Series Ed.) & F. Stage, G. Anaya, J. Bean, D. Hossler, & G. Kuh (Vol. Eds.), *College students: The evolving nature of research* (pp. 196-204). Needham Heights, MA: Simon & Schuster Custom Publishing.

September 14 – Transitions to College and College Student Population Trends

- Do you agree with the assessment of population trends? Why or Why not?
- What major factors influence college choice?
- How would you design a transition program for 1st year students?

Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (2nd ed.)*. Upper Saddle River, NJ: Pearson Prentice Hall. (**Chapter 1 – Course Pack**)

Hossler, D., Braxton, J. & Coppersmith, G. (1996). Understanding Student College Choice. In B.A. Jones (ASHE Reader Series Ed.) & F. Stage, G. Anaya, J. Bean, D. Hossler, & G. Kuh (Vol. Eds.), *College students: The evolving nature of research* (pp. 18-53). Needham Heights, MA: Simon & Schuster Custom Publishing.

Terenzini, P., Rendon, L., Upcraft, M., Millar, S., Allison, K., Gregg, P. & Jalomo, R. (1996). The transition to college: Diverse students, diverse stories. In B.A. Jones (ASHE Reader Series Ed.) & F. Stage, G. Anaya, J. Bean, D. Hossler, & G. Kuh (Vol. Eds.), *College students: The evolving nature of research* (pp. 54-65). Needham Heights, MA: Simon & Schuster Custom Publishing.

Teranishi, R. T., Ceja, M., Antonio, A.L., Allen, W.R., & McDonough, P. (2004). The college-choice process for Asian Pacific Americans: Ethnicity and Socioeconomic class in context. *The Review of Higher Education*, 27(4), pp 527-551. (on-line)
http://muse.jhu.edu/journals/review_of_higher_education/v027/27.4teranishi.html

Wolcott, H. F. (2001). Ethnographic research in education. In C. Conrad, J. Haworth, & L. Lattuca, (Eds.). *Qualitative research in higher education: Expanding perspectives (2nd ed)*. Boston, MA: Pearson Custom Publishing. pp. 155-172. (**Course Pack**)

September 21 – Psychosocial and Identity Development Theories

- What are the critical elements of development theories?
- How should these theories inform practice?
- Discussion on research project and prospectus assignment.

Evans, Forney, & Guido-DiBrito, Chapters 3 and 7

Weiss, R. (1994). *Learning from strangers: The art and method of qualitative interview studies*. NY: The Free Press. (**Chapters 3 & 4 – Course Pack**).

Evans, Forney, & Guido-DiBrito, Chapters 4 and 6 [**Supplemental Reading**]

PROPOSAL DUE TODAY – SEPTEMBER 28
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September 28 – Racial Identity Development

- What is self segregation?
- Does racial identity theories provide viable explanations for intergroup behaviors? How?
- How do they explain your own college experience, if at all?

Tatum, B.D. (1999). *“Why are all the black kids sitting together in the cafeteria?” and other conversations about race*. New York, NY: Basic Books.

Antonio, A.L. (2004). When does race matter in college friendships? Exploring men’s diverse and homogeneous friendship groups. *The Review of Higher Education*, 27(4), pp. 553-575. (on-line)
http://muse.jhu.edu/journals/review_of_higher_education/v027/27.4antonio.html

Jorgensen, D. (1989). *Participant observation: A methodology for human studies*. Newbury Park, CA: Sage Publications. (**Chapter 6 – Course Pack**).

Evans, Forney, & Guido-DiBrito, Chapters 5 [**Supplemental Reading**]

ANALYTIC PAPER DUE TODAY – OCTOBER 5

OCTOBER 5: No Class Session – NSF Conference

October 12 – Cognitive-Structural and Typology Theories

- Why are theories important for practice?
- How would you test any of these theories?
- Do they apply to all student populations? Why or Why not?

Evans, Forney, & Guido-DiBrito, Chapters 8, 10-11

Emerson, R. (1995). *Writing ethnographic fieldnotes*. Chicago: University of Chicago Press. Pp. 1-16.
(Class handout)

October 19 – The College Environment, Student Involvement and Outcomes

- What elements of the college environment influence student outcomes?
- Why is student involvement important?
- Does learning take place in the classroom? Why or why not?

Astin, A. (1984). Student Involvement: A Developmental Theory of Higher Education. *Journal of College Student Personnel*, 25 (4), 297-308. (**Course Pack**)

Kuh, G. (1996). In their own words: What students learn outside the classroom. In B.A. Jones (ASHE Reader Series Ed.) & F. Stage, G. Anaya, J. Bean, D. Hossler, & G. Kuh (Vol. Eds.), *College students: The evolving nature of research* (pp. 101-122). Needham Heights, MA: Simon & Schuster Custom Publishing.

Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (2nd ed.)*. Upper Saddle River, NJ: Pearson Prentice Hall. (**Chapter 15 – Course Pack**)

Merriam, S. (2001). *Qualitative data analysis: Revised and expanded from case study research in education*. San Francisco: Jossey-Bass Publishers. (**Chapters 3 & 10 – Course Pack**)

October 26 – Student Retention and Attrition

- Define the terms student retention and student attrition.
- What factors impact student retention?
- How can research inform retention programs?

Bean, J. & Metzner, B. (1996). A conceptual model of nontraditional undergraduate student attrition. In B.A. Jones (ASHE Reader Series Ed.) & F. Stage, G. Anaya, J. Bean, D. Hossler, & G. Kuh (Vol. Eds.), *College students: The evolving nature of research* Bean (pp. 137-173). Needham Heights, MA: Simon & Schuster Custom Publishing.

Tierney, W. (1996). An anthropological analysis of student participation in college. In B.A. Jones (ASHE Reader Series Ed.) & F. Stage, G. Anaya, J. Bean, D. Hossler, & G. Kuh (Vol. Eds.), *College students: The evolving nature of research* Bean (pp. 280-290). Needham Heights, MA: Simon & Schuster Custom Publishing.

Pauley, R., Cunningham, M., & Toth, P. (1999). Doctoral student attrition and retention: A study of a non-traditional Ed.D. program. *Journal of College Student Retention*, Vol. 1(3) 225-238. (Course Pack)

Tinto, Vincent. (1998) *Colleges as Communities: Taking Research on Student Persistence Seriously* The Review of Higher Education Volume 21, number 2 pp.167-177 (on-line)
http://muse.jhu.edu/journals/review_of_higher_education/v021/21.2tinto.html

MID-TERM TODAY – OCTOBER 26

November 3 – Racial Diversity and Educational Benefits

- What is diversity?
- Describe a diverse campus environment.
- What are the benefits/deficits of a diverse campus community?

Gurin, P., Dey, E., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational out comes. *Harvard Educational Review*, 72(3), 330-366. (on-line)
<http://www.edreview.org/harvard02/2002/fa02/f02gurin.htm>.

Hurtado, S., Engberg, M., Ponjuan, L., & Landreman, L. (2002). Students' Precollege Preparation for Participation in a Diverse Democracy. *Research in Higher Education*, 43 (2), 162-186. (on-line)
<http://www.kluweronline.com/issn/0361-0365/current>

Milem, J. (2001). Increasing diversity benefits: How campus climate and teaching methods affect student outcomes. In G. Orfield & M. Kurlaender. (Eds.) *Diversity challenged: Evidence on the impact of affirmative action*. (pp. 233-249). Cambridge, MA: Harvard Education Publishing Group. (Course Pack)

November 9 – Student Political Engagement

- How would you define student activism? Is your definition supported by the readings?
- Is student activism an important element of the college environment?
- How can student activism change institutions?

Altbach, P. (1989). Perspectives on student political activism. In P. Altbach (Ed.) *Student Political Activism: An International Reference Handbook* (pp. 1-17). Westpoint, Connecticut: Greenwood Press, Inc. (**Course Pack**)

Levine A. & Cureton, J. (1998). Student Politics: The New Localism. *The Review of Higher Education*, 21 (20), 137-150. (on-line)
http://muse.jhu.edu/journals/review_of_higher_education/v021/21.2levine.html

Thompson, C. J. (2004). The changing role of the village: College student activism in the Post-Brown era, 1967-1969. *Urban Education*, 39(4), 428-441. (**Documents Center**)

November 16 – Implications for Public Policy and Practice

- What institutional practices and policies inform research?
- What would be the emphasis of your research agenda for the 21st century?
- What were your findings?

Pascarella, E. & Terenzini, P. (1998). Studying College Students in the 21st Century: Meeting New Challenges. *The Review of Higher Education*, 21 (2), 151-165. (on-line)
http://muse.jhu.edu/journals/review_of_higher_education/v021/21.2pascarella.html

Astin, A. (1998). The Changing American College Student: Thirty-Year Trends, 1966-1996. *The Review of Higher Education*, 21 (2), 115-135. (on-line)
http://muse.jhu.edu/journals/review_of_higher_education/v021/21.2astin.html

Evans, Forney, & Guido-DiBrito, Chapters 15-16 (pp. 261-291)

NO CLASS SESSION NOVEMBER 23 – THANKSGIVING VACATION!

NOVEMBER 30 & DECEMBER 7: PRESENTATIONS ON PROJECTS DUE

November 30 - Teams A, B, & C present
December 7 – Teams D, E, & F present

DECEMBER 7: COURSE EVALUATIONS – YOUR FEEDBACK IS VERY VALUABLE.

DECEMBER 10: ETHNOGRAPHY PROJECTS DUE TODAY

COURSE EXPECTATIONS

Attendance & Timeliness

Students are expected to be in class and to arrive to class on time. If an absence or late arrival is anticipated, students are asked to notify the instructors at least one day (24 hours) prior to the start of class, if possible. Otherwise, points will be deducted to reflect days missed.

Participation

To receive full credit students should come to class prepared and be actively engaged in class discussions, activities, and reflections. In-class assignments and large/small group discussions require everyone's active engagement. Given your prior coursework, professional experiences, and perspectives, you have much to offer; therefore, I strongly encourage you to share your thoughts and insights.

Grades

Final grades for the course are as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F (fail). Additional information about student grading can be found in the Graduate Program Handbook. **Students will have their grades reduced by a half letter grade, i.e., an (A-) becomes a (B+), if assignments are turned in late.** Students will be given an incomplete and the final course grade will be reduced by one whole point, if all required work is not submitted to the instructor by the final course meeting.

Honor Code

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct in this course. Your acceptance of enrollment presupposes your commitment to the principles of an honor code. Therefore, failure to properly cite the work of others will not be allowed.

Grading Scale:

The grading scale for assignments and the course is as follows:

94-100% - A	90-93% - A-	87-89% - B+	84-86% - B	80-83% - B-
77-79% - C+	74-76% - C	73-70% - C-	Below 70% - D/F	

Grading/Evaluation Policy

Students will be expected to prepare written assignments with care. (Reference information about the University policy on Academic Integrity shown below.) All assignments must be a student's own *original* research and writing for this course. Papers completed for other courses are not considered original to this course and will not be graded. If students have any questions about potential conflicts among various course assignments, they should bring them to the attention of the instructor immediately. It is important that students notify the instructors as soon as any special circumstances arise that could interfere with the timely completion of assignments. Even with prior approval, the instructor reserves the right to lower grades in accordance with the tardiness of the late assignments. Written work should reflect both a professional level of understanding and attention to clear and logical presentation.

Academic Integrity Policy -- <http://www.uiuc.edu/unit/vcres/ai/>

Every graduate student is expected to comply with the academic integrity policy of the University of Illinois at Urbana-Champaign. Every graduate student should obtain a copy of the booklet entitled *Code on Campus Affairs and Handbook of Policies and Regulations Applying to All Students*, which sets forth the official regulations governing all student conduct on the Urbana-Champaign campus. The *Code* also clearly stipulates a graduate student's rights in the event he or she is charged with misconduct or some violation of University regulations. A newly admitted student may obtain a copy at the Post registration Service Center immediately after on-campus registration; Window 25; 100A Henry Administration Building; the Information Desk, Illini Union Building; the Student Organization Complex, 280 Illini Union Building; or the Student Assistance Center at the Turner Student Services Building.

ANALYTIC PAPER – WRITING GUIDELINES

The short analytic paper is an open-ended opportunity for you to reflect on the readings. Aspects of the literature, including theoretical postulates or propositions, contradictory findings, and research designs, may be reflected upon and discussed in your papers. One way to approach this assignment is to think of yourself as the advisor to an executive officer of a postsecondary education institution, think tank organization, or advocacy organization. Your

superiors have requested that you write a brief memo, and in this memo you should discuss the problems, arguments, and recommendations that you believe are essential to a particular student related issue.

Papers should include:

- A thesis statement that is concrete and specific.
- Logical development of the thesis.
- Use of supportive evidence for the thesis, including evidence from course readings. **Paper topics should definitely bare a significant relationship to the readings.**
- Possible recommendations (1-2), if a problem is posed.

Suggestions:

- You may also use additional literature, including research and newspaper articles.
- You may draw upon your experience and background.
- Arguments may follow a comparison/contrast format. Points and counter points help to develop an argument.
- Your discussion may have a theoretical, research, or practitioner focus.

Grading Criteria:

- Scale from 1 to 40 points.
- Correct usage of the literature.
- Logical argument or presentation.
- Attention to grammar.
- Completion of assignment.

Formatting Paper:

- One-inch margins for top, bottom, left, and right sides of the page.
- Type font should be 12-point.
- The paper should be double-spaced and exactly five pages in length.
- A cover page is not required, but each page should be numbered.

MIDTERM EXAM

The **mid-term exam is scheduled for October 26** and will cover the readings from September 7 through October 26. The exam is closed-notes and closed-book. You will have **two hours** to complete the exam. The instructor will distribute additional information prior to the exam.

ETHNOGRAPHY TEAM PROJECT

The EOTU component serves as the original research paper requirement for the course. Student teams of four-five students will be required to generate a project that falls under one of two EOTU themes: student learning and race and the university. For example, a student team may focus on a series of diversity programs sponsored by living learning programs, Greek organizations, cultural houses, academic units, or committees. Observing particular offices, cultural centers, the Illini Union, or specific student organizations might also be an option, supplemented interviews, documents/archives or newspaper articles.

Near the end of the EOTU project, students will be expected to turn in a 15-20 page narrative to summarize their findings. This project will be worth 40% of the entire grade, and the team will share the same grade.

Student teams will be expected to organize their narratives and documents into a binder system and/or on zip disks, so that others may easily retrieve and utilize the findings. This may also facilitate maintaining aspects of institutional memory, an extremely important asset to any institution.