**HIED 7970**

**College Students in the U.S.**

**Summer 1, 2019**

**Course Instructor Information**

Crystal E. Garcia

Haley Center Room 4082

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**Office Hours**

I am holding office hours on Tuesdays from 3-4:15pm and Wednesdays from 2:00 pm - 3:45 pm (unless otherwise noted). I recommend pre-scheduling an appointment just to make sure I am not out of town or out of the office. You can make an appointment via the following:

calendly.com/cegarcia

These meetings can take place in person, by phone, or online via Zoom, Skype, or Google Hangouts. I am also available to chat by appointment on different days. Email me to schedule a time if my posted office hours do not work for your schedule.

I will attempt to respond to emails within 48 hours unless I am at a conference or away from my computer for some reason (I will let you know). If you have an urgent concern (e.g. a professional/personal crisis, an urgent question about an upcoming assignment), please put “Urgent” in the subject line of your e-mail to me. I ask for your best judgment to not overuse this, so that I can respond quickly to those messages that are truly urgent.

**Course Information**

**Credit Hours:** 3 semester hours

**Canvas site:** https://auburn.instructure.com

**Class Meetings:** Mondays and Wednesdays, 4:00 - 7:50 pm, Haley Center Room 3326

**Prerequisites:** None

**Required Texts (3):**

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

Quaye, S. J., & Harper, S. R. (Eds.). (2015). *Student engagement in higher education : Theoretical perspectives and practical approaches for diverse populations* (2nd ed.). New York, NY: Routledge.

*Additional required readings may be distributed by the professor or posted on Canvas.*

**Changes to the Syllabus**

This Syllabus was last updated on May 20, 2019. Any addendums made to this syllabus will be announced on Canvas, via email, and in person during class.

**Course Description**

This course examines the experiences and status of college students in the United States as well as broader trends that pertain to the collegiate experience. We explore theory, research, and current events that unpack ways student identities play a role in college selection, transition, experiences, and outcomes.

**Course Objectives**

Upon completion of this course, students will:

1. Recognize diversity within the college student population in the United States;
2. Identify ways that individual identity plays a role in the collegiate experience in terms of college student access, transition, experience, and outcomes;
3. Develop conscientiousness regarding ways that their own identities influenced their college experience and how these individual identities affect their interactions with college students;
4. Demonstrate scholarly skills through critical reading and analysis, creative inquiry, and familiarity with literature and research related to college students in the U.S.

**Critical Studies Student Learning Outcomes:**

1. Students will critically reflect on their own beliefs and values as they relate to commitments to equity and social justice in education.

2. Students will articulate and enact anti-oppressive (e.g., anti-racist, anti-sexist, anti-transphobic, anti-heterosexist, anti-misogynist, anti-xenophobic, anti-imperialist, anti-ableist, anti-classist) perspectives in education.

3. Students will understand and apply critical theoretical perspectives from education, humanities, and social sciences scholarship to analyze and critique systems of oppression, domination, marginalization, exploitation, silencing, and subjugation.

5. Students will critique oppression at the systemic and institutional levels, recognizing the complex interactions between systems and institutions and the individuals who work/reside in those systems and institutions.

7. Students will develop pedagogical, conceptual, and methodological skills relevant to transforming educational practices, structures, and institutions towards equity and justice.

**Teaching Philosophy**

As an instructor, my goal is to recognize and promote the shared roles among myself and my students in constructing meaning from course content, to construct engaging and relevant course assignments, to challenge my students to critically evaluate dimensions of higher education, and to continuously evaluate and improve my practices. I believe the instructor and students share roles in constructing meaning within an educational setting (whether that be in a face-to-face or online setting). Therefore, classes will not involve long lectures in which I tell students what the “most important/pertinent” aspects of our readings are. I expect our class sessions to be based in dialogue in which we co-create knowledge. I also recognize that students come from diverse backgrounds and bring an array of personal and professional experiences with them to the classroom. Therefore, my aim is to provide opportunities for dialogue and discussion whenever possible, emphasize the value in individual perspectives, and encourage open and honest communication.

**Assignments and Attendance**

All assignments should be submitted by the start of class on the day they are due as noted in the syllabus. But, I know life happens. If you must hand in work late on occasion due to an unforeseen issue, please discuss the situation with me PRIOR (meaning more than 24 hrs) to the due date. No incompletes will be given in this class except for major, unexpected emergencies and only after consultation with me. Late assignments that were unapproved will receive a deduction in points.

**Course Policy Statements**

**Excused Absences**

Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required.  Please see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

**Make-Up Policy:**Arrangement to make up missed major assignments due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, assignments will be due within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up work will be arranged during the last three days before the final exam period begins.

**Academic Honesty Policy**:  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Disability Accommodations**: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Respect for Diversity**

It is my intention to conduct this course in such a manner that a clear respect for diversity is maintained throughout the course content, activities, and with materials used. This includes respect for treatment of materials/issues/people with respect to gender/gender expression, sexuality, disability, age, religion, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of a society). Feedback and suggestions about how our community is maintaining respect for diversity are invited.

Students who target or make derogatory comments about an individual based on any of these social identities or towards any social identity group will be issued a warning. Continuance after a warning may be grounds for removal from the course. In order to promote a welcoming and fruitful learning environment, I also reserve the right as instructor to remove any online posts deemed offensive by me. Students who are concerned about the posting of another student may address that student directly in an email or posting and are encouraged to notify me as well.

**Mutual Respect and Consideration**

We may discuss topics that may be uncomfortable to you or to your peers. Please respect one another’s experiences and viewpoints. Your experience may be different from theirs but that is far from making someone else’s experiences wrong. When you speak about your opinions, speak only for yourself – please refrain from speaking on behalf of a group of people or from asking your peers to speak on behalf of a group of people.

As the discussion occurs, people may share personal experiences. Please respect confidentiality by not taking class discussions outside of the class, particularly if it is about the experiences of others. You may ask an individual or the class permission to share experiences discussed outside the space it was originally shared.

**Grading**

**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, 1-inch margins, using 12-point font (preferably Times New Roman) and include a cover page—all following APA guidelines. Abstracts are not required unless specified otherwise by the instructor. Submit assignments through Canvas. Papers should be submitted in Microsoft Word (not PDF).** Rubrics used for grading will be available online on Canvas and will be based on the criteria provided in the assignment descriptions in addition to formatting (APA use and page limits).

Because higher education professionals are expected to possess good writing skills, written assignments will be graded on their technical quality as well as content. All written assignments should be carefully proofread for spelling, grammar, and APA style. If your writing skills are not strong, I urge you to seek outside help to improve them. You may take advantage of the university writing resources (<http://wp.auburn.edu/writing/writing-center/>) or ask peers if they would be willing to provide you feedback (offer to trade papers and review for each other—I do this before submitting articles for publication).

Grades will be assigned based on the following percentages:

1. Introduction 6%
2. Community Engagement 29%
3. Student Population Analysis Part 1 5%
4. Student Population Current Events Facilitation 10%
5. Student Population Analysis Part 2 30%
6. Student Population Analysis Part 3 20%

The following grading scale will be used:

90 - 100 = A

80 – 89.99 = B

70 – 79.99 = C

60 – 69.99 = D

Below 60 = F

**Assignments**

**1. Introduction Project**

***Assignment Value***

Percent of total grade: 6%

***Assignment Due Date***

Monday, May 20

***Assignment Goal:***

Allow students to introduce themselves to the class and learn about each other and begin to understand what every person brings to the learning space.

***Assignment Description***:

Introduce yourself to the instructor and to the class—we need to know about each other as part of our community building.

In your presentation you should share the following:

* 1-2 photos that highlight something important to you
* Preferred Name
* Pronouns (He/Him, She/Her, Ze/Hir, none, etc) \*if you feel comfortable sharing these
* Academic Background
* Professional Experience, Current Professional Environment (Position and Institution)
* Personal Interests
* Professional Goals
* What you hope to get out of this course or what you are most interested in learning about.

**Community Engagement**

***Assignment Value***

Percent of total grade: 29%

***Assignment Due Date***

Throughout the course.

***Assignment Goal***

To cultivate a strong and supportive community in which all students can learn and be challenged.

***Assignment Description***:

There are two components to earning community engagement points:

1. Regular attendance and participation in the course is essential to a successful learning environment. Accordingly, I will keep track of attendance.
2. Participation in our course discussions. I will consider the following factors when evaluating your participation:

* We will use self-reflection connections that you identify in weekly readings as part of our course discussions. Posts are only required on the dates specified in the syllabus. To submit, post two points of interest from our readings to the appropriate discussion board on Canvas. These should be brief (2-3 bulleted sentences) and should serve as a springboard for our discussions. During class, you will be asked to explain your post in small groups or with the larger class.
* contributing interesting, insightful comments that reflect familiarity with the course readings to discussions
* 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 increase or decrease it as necessary
* being sensitive to the emotional impact of your statements
* considering and responding appropriately to others' comments
* while challenging the perspectives and ideas of peers with differing opinions and experiences is encouraged, attacking or devaluing the contributions of others are unacceptable for this class and are grounds for removal from the course at the discretion of the instructor.

Students may earn up to 100 points during each class period 50 points for attendance and 50 points for active discussion during class based on the above criteria. The lowest daily engagement grade will be dropped, which means that students may miss one class period without affecting their grade. Points will be totaled and divided by the number of class meetings (not counting classes cancelled due to holidays, weather, or other circumstances) to reach a total grade for community engagement. Additional excused absences per University policy must be discussed with me and alternative assignments may be given to make up missed points due to excused absence(s).

**Student Population Current Events Facilitation**

***Assignment Value***

Percent of total grade: 10%

***Assignment Goal***

The purpose of this assignment is to challenge students to effectively analyze, critique, and understand current issues faced by various student populations.

***Assignment Due Date***

Throughout the course-students will sign up for dates on the first day of class

***Assignment Description***  
As individuals in the field of higher education, it is imperative to stay current on issues affecting college students in the U.S. You will, individually or in pairs, locate a news article focused on an issue affecting the student population you have selected (great sources for higher ed news include The Chronicle of Higher Education and Inside Higher Ed). You will present the current event and lead a class discussion around the issue. The facilitators will:

1. Summarize key points around the event (what happened)
2. Address how the issue affects students within higher education and our work as professional staff and faculty within those spaces.
3. Prepare questions to guide the class through discussion.

Students must submit bullet points around the first two areas in addition to the guiding discussion questions to be graded in addition to their facilitation.

**Student Population Analysis**

(NOTE: This assignment was adapted from Dr. Elizabeth Niehaus’ syllabus for EDAD 842: College Students in America at the University of Nebraska-Lincoln, Fall 2015.)

***Assignment Value and Due Dates:***

Part 1, worth 5% - Due Wednesday, May 29 by 4:00pm CST

Part 2, worth 30% - Due Wednesday, June 12 by 4:00pm CST

Part 3, worth 20% - Due Wednesday, June 19 by 4:00pm CST

***Assignment Description***:

Through this assignment, you will develop an in-depth understanding of a particular college student population of your choice (i.e. first-generation college students, international students, Latino men, sorority women, etc.). The assignment consists of 3 parts:

1. Identify your population. In this assignment you will select the student population you would like to focus on for this project. You can select a population based on a single identity or focus in on a more specific population based on multiple identities. In 1-2 double spaced pages, please answer the following questions:

* What is your population?
* Why did you choose this population?
* What experience (if any) do you have with this population?
* What do you hope to learn from researching this population?

1. After selecting your student population, you will construct a paper (totaling approximately 10-12 pages).
   1. Introduce the paper and the student population you will focus on (approximately 1-2 paragraphs)
   2. Next you are required to review a minimum of **ten scholarly references** on your population and will construct a literature review discussing this work (approximately 5-6 double spaced pages).
      1. In approximately 3 pages, provide an overview of the scholarly literature on your population in terms of: college selection, transition, on-campus experiences, and student outcomes. Through your analysis, please be attentive to within-group differences that may exist among your student population.
      2. Then, still using relevant scholarly literature (part of your references), address a particular issue this population is currently facing within the context of higher education (approximately 2-3 pages).
   3. Discuss implications for practice drawn from the literature review in terms of ways that institutions can better serve the needs of the population (approximately 2-3 pages).
   4. Finally, given the literature you have reviewed, conclude with a paragraph discussing a potential future study. Focus on gaps you observed in the current literature as well as the issue you identified. Present a research question and a brief description of how a study could be structured to target this question.
2. Using highlights from your initial presentation as well as your issue paper, you will design a poster to present the key points of your student population analysis. Consider highlights from the following:
   1. college selection;
   2. transition;
   3. on-campus experiences;
   4. student outcomes;
   5. the issue you focused on within your paper;
   6. gaps in the literature;
   7. implications for practice;
   8. suggested future study.

Be sure to include proper citations and a reference list within your poster. You are welcome to use graphics or photos, just be sure they are appropriate for a professional setting and respectful of your population.

Posters should be between 24x36 and 36x48 inches. I will provide examples of a research poster for you to review.

Grading

I will be grading your posters based on the following criteria:

* Appropriateness of the content
  + Content is interesting and informative
  + Content contributes to the audience’s understanding of this population
  + Content is cited appropriately
* Overall poster appearance
  + Poster is readable from at least 3-4 feet away
  + Materials are organized clearly
  + Poster is visually appealing
  + Poster is presented professionally

**Course Schedule**

**SECTION 1: COLLEGE CHOICE & ENROLLMENT**

**May 20 Welcome | College Choice & Enrollment**

*Discussion*

* Syllabus and course structure
* Introduction presentations
* IHEP (2016) Access to Attainment
* Hatch, Uman, & Garcia (2016)
* Nienhusser, Vega, Saavedra Carquin (2016)

*Assignments and Readings to Complete for Next Class:*

* Quaye & Harper Chapter 2: Engaging Students of Color; Chapter 6: Engaging Multiracial College Students
* Discussion due by start of class on May 22

**SECTION 2: TRANSITIONING TO AND** **EXPERIENCING CAMPUS ENVIRONMENTS**

**May 22 College Students of Color**

*Discussion*

* Quaye & Harper Chapter 2: Engaging Students of Color; Chapter 6: Engaging Multiracial College Students

*Assignments and Readings to Complete for Next Class:*

* Discussion due by start of class on May 27
* Quaye & Harper Chapter 3: Engaging Undergraduate Women of Color; Chapter 4: Engaging College Men of Color

**May 27 College Students of Color**

\*No Class meeting – Memorial Day

*Discussion (save for next class)*

* Quaye & Harper Chapter 3: Engaging Undergraduate Women of Color; Chapter 4: Engaging College Men of Color

*Assignments and Readings to Complete for Next Class:*

* Discussion by start of class on May 29
* Student Population Analysis part 1 due by 4pm on May 29
* Quaye & Harper Chapter 7: Engaging International Students
* Ellis & Chen (2013)

**May 29 International and Undocumented College Students**

*Discussion*

* Quaye & Harper Chapter 3: Engaging Undergraduate Women of Color; Chapter 4: Engaging College Men of Color
* Quaye & Harper Chapter 7: Engaging International Students
* Ellis & Chen (2013)

*Assignments and Readings to Complete for Next Class:*

* *Discussion due by start of class on June 3*
* Quaye & Harper Chapter 5: Engaging White Students on Multicultural Campuses
* Cabrera (2014)
* Linder (2015)

**June 3 White College Students**

*Discussion*

* Quaye & Harper Chapter 7: Engaging International Studen*ts*
* Ellis & Chen (2013)
* Quaye & Harper Chapter 5: Engaging White Students on Multicultural Campuses
* Cabrera (2014)
* Linder (2015)

*Assignments and Readings to Complete for Next Class:*

* *Discussion due by 4pm on June 5*
* Quaye & Harper Chapter 8: Engaging Lesbian, Gay, and Bisexual Students on College Campuses; Chapter 9: Engaging Trans\* Students on College and University Campuses

**June 5 Sexuality and Gender Identities**

*Discussion*

* Quaye & Harper Chapter 8: Engaging Lesbian, Gay, and Bisexual Students on College Campuses; Chapter 9: Engaging Trans\* Students on College and University Campuses

*Assignments and Readings to Complete for Next Class:*

* *Discussion due by 4pm on June 10*
* Quaye & Harper Chapter 11: Engaging Religious Minority Students; Chapter 12: Engaging Students with Disabilities

**June 10 Religious Identity and Ability Status**

*Discussion*

* Quaye & Harper Chapter 11: Engaging Religious Minority Students; Chapter 12: Engaging Students with Disabilities

*Assignments and Readings to Complete for Next Class:*

* *Student Population Analysis part 2 due by 4pm on June 12*
* Quaye & Harper Chapter 14: Engaging Homeless Students in College; Chapters 15: Engaging Low-Income Students

**June 12 Low-Income and Homeless College Students**

*Discussion*

* Quaye & Harper Chapter 14: Engaging Homeless Students in College; Chapters 15: Engaging Low-Income Students

*Assignments and Readings to Complete for Next Class:*

* *Discussion due by start of class on June 17*
* Shapiro (2017)
* Goldrick-Rab (2010)
* Yosso (2005)

**SECTION 3: COLLEGE STUDENT OUTCOMES**

**June 17 College Student Outcomes**

*Discussion*

* Shapiro (2017)
* Goldrick-Rab (2010)
* Yosso (2005)

*Assignments and Readings to Complete for Next Class:*

* *No discussion post due next class!*
* *Student Population Analysis part 3 due by start of class on June 19*

**June 19 Student Population Analysis Presentations & Semester Wrap Up**

*Discussion*

* Student Population Analysis Part 3 Presentations