I. IDENTIFYING INFORMATION

Course: EDL 677
Course Title: The American College Student
EPN: 22221226
Term: Spring II
Location: Southfield Center
Course Dates: 3/1, 3/2, 3/22, 3/23, 4/12, 4/13/2013
Course Days and Times: Fri 6:00PM-10:00PM; Sat 8:00AM-5:00PM;
Prerequisites: Graduate Status

Blackboard:
Blackboard is a web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you prior to the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser and enter http://www.cmich.edu/blackboard. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the “login” button to enter Blackboard and then the link to the appropriate course to enter the course’s Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at http://www.cmich.edu/blackboard.

Instructor: Philip Strong
Primary Phone Number: 517-775-2364 (cell)
Secondary Phone Number: 517-355-8492 (MSU office)
E-Mail Address: stron1pe@cmich.edu
Availability: before and after class in Southfield, by appointment

Academic Biography:
Philip E. Strong, Ph.D.
Temporary Assistant Professor (Adjunct)
Educational Leadership
2008-present

Assistant Dean
Undergraduate Student and Academic Affairs
Lyman Briggs College
Michigan State University

EDUCATION
Doctor of Philosophy (2007)
Higher, Adult, and Lifelong Education
Educational Administration
College of Education
Michigan State University

Master of Science (1993)
College Student Personnel Administration
Counseling and Educational Psychology
College of Education
Kansas State University

Bachelor of Science (1989)
College of Arts and Sciences
Western Michigan University

22+ years of professional work in higher education
Academic Affairs, Faculty, Student Affairs, Residence Life and Housing

TEACHING
Higher Education (graduate): American College Student, Academic Profession, Administration in Higher Education, Field Research Methods, Student Services in
Higher Education, Leadership Development (undergraduate)

Study Abroad: Freshman Seminar Abroad Italy (2), Freshman Seminar Abroad New Zealand (2)

Science Education: (6 courses ranging from sophomore-senior)

Freshman Seminars: (over 13 courses at three institutions)

GRANTS
Over $2,200,000.00 of active grants through the National Science Foundation and the U.S. Department of State.

PUBLICATIONS
Sweeder, R. D. and Strong, P. E. (accepted 2012). “Supporting Undergraduate Students in Earning a STEM Degree” International Journal of Learning in Higher Education. ISSN: 1447-9494


JOURNAL REVIEWER
International Journal of Learning, 2012-present
Quality Approaches in Higher Education, 2011-present

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS
Order books from MBS at http://bookstore.mbsdirect.net/cmu.htm

Textbooks and Course Materials:

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Edition</th>
<th>ISBN</th>
<th>Publisher</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Students in the United States: Characteristics, Experiences, and Outcomes</td>
<td>Kristen A. Renn, Robert D. Reason</td>
<td>1st</td>
<td>978-0470947203</td>
<td>Jossey-Bass</td>
<td>Yes</td>
</tr>
<tr>
<td>Creating Campus Community</td>
<td>McDonald, William M.</td>
<td>1st</td>
<td>0-7879-5700-3</td>
<td>Jossey-Bass</td>
<td>No</td>
</tr>
<tr>
<td>Educating by Design: Creating Campus Learning Environments that Work</td>
<td>Strange, Carney; Banning, James</td>
<td>1st</td>
<td>978-0-7879-1046-4</td>
<td>Jossey-Bass</td>
<td>No</td>
</tr>
<tr>
<td>Student Development in College: Theory, Research, and Practice</td>
<td>Evans, Nancy; Forney, Deanna; Guido</td>
<td>2nd</td>
<td>978-0-7879-7809-9</td>
<td>Jossey-Bass</td>
<td>No</td>
</tr>
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</table>
III. COURSE DESCRIPTION

A review of who attends American colleges, how campus environments affect students’ collegiate experiences, and how these cultural experiences affect students.

IV. COURSE GOALS AND OBJECTIVES

This course seeks to help students understand that the profession of administration is **Concept and knowledge driven, LEArner centered, and Relevant to diverse settings and roles.**

After completing this course, the student will be able to:

1. Explain campus environments and their influence on student learning and identity, paying special attention to human aggregate and socially constructed environmental components (C, LEA, R).

2. Analyze and compare the experiences of different students and student groups on campus using anthropological and sociological constructs discussed in the literature on campus environments (C, LEA, R).

3. Explain how various cultural contexts (national youth culture, institutional culture, student culture, and student subcultures) shape and influence student life and identity (C, LEA, R).

4. Assess campus environments using constructs from anthropological and sociological theory (C, R).

5. Identify the diverse groups of students who currently comprise the population of students in U.S. colleges and universities (C, R).

6. Evaluate critically the arguments put forth by different authors in course readings (LEA).

7. Conduct a small-scale, group field-based research project and discuss the study’s results in a logically organized, analytically informative way (LEA).


V. METHODOLOGY

In class course with outside work and preparation.

VI. COURSE OUTLINE/ASSIGNMENTS

**Pre-Class Assignment:**
Read Part I - Chapters 1-3

**College Students in the United States: Characteristics, Experiences, and Outcomes**
Kristen A. Renn, Robert D. Reason

Hardcover, 320 pages
November 2012, Jossey-Bass

Browse and Review College Student Statistical Data (in Blackboard)

Sign up for free news and information via:
http://www.insidehighered.com/
http://chronicle.com/

**Course Outline:**
Tentative SCHEDULE
### Friday, March 1, 2013

<table>
<thead>
<tr>
<th>Readings</th>
<th>Syllabus</th>
</tr>
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<tbody>
<tr>
<td>Topics</td>
<td>Introductions</td>
</tr>
<tr>
<td></td>
<td>Bios</td>
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<tr>
<td>Syllabus Overview</td>
<td>~ Student Interview Assignment</td>
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<td></td>
<td>~ Teaching Assignment</td>
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<td></td>
<td>~ Final Paper Assignment</td>
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<td></td>
<td>~ Case Study &amp; Journal Article Review</td>
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<td></td>
<td>~ Course Objectives/ Learning Goals</td>
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<tr>
<td>Current Student Issues in Higher Education</td>
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<tr>
<td>Introduction to Student Development Theory</td>
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<tr>
<td></td>
<td>• College Impact and Astin’s I-E-O Model</td>
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</table>

<table>
<thead>
<tr>
<th>Activities</th>
<th>Instructional Session</th>
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<tbody>
<tr>
<td></td>
<td>Select themes</td>
</tr>
<tr>
<td></td>
<td>~ Identify readings</td>
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<tr>
<td></td>
<td>~ Assign Instructional Session dates</td>
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### Saturday, March 2, 2013

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Topics</td>
<td>Who’s Going to College</td>
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<tr>
<td>Activity</td>
<td>Student Biography Project</td>
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<td>- - - L U N C H   B R E A K - - -</td>
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<tr>
<td>Readings</td>
<td>Statistics – US CENSUS, NCES, HERI, (bb)</td>
</tr>
<tr>
<td>Topics</td>
<td>Who are Today’s College Students?</td>
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<tr>
<td></td>
<td>History, status, classifications, trends, &amp; projections</td>
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<tr>
<td>Activities</td>
<td>Almanac of Higher Education 2012</td>
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<td></td>
<td>Interview protocol</td>
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<td></td>
<td>Individual meetings</td>
</tr>
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</table>

### Friday, March 22, 2013

<table>
<thead>
<tr>
<th>Readings</th>
<th>t.b.d</th>
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</thead>
<tbody>
<tr>
<td>Topics</td>
<td>Sub-populations</td>
</tr>
<tr>
<td></td>
<td>Current Student Issues in Higher Education</td>
</tr>
<tr>
<td>Activity</td>
<td>Small group explorations into a subset of U. S. college students.</td>
</tr>
<tr>
<td></td>
<td>[bring your laptop to class]</td>
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### Saturday, March 23, 2013

<table>
<thead>
<tr>
<th>Readings</th>
<th>Renn &amp; Reason (2012) Part II – Environments, Chapters 4-7</th>
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<tbody>
<tr>
<td>Topics</td>
<td>The College Environment</td>
</tr>
<tr>
<td>Activity</td>
<td>Designing Environments for Success</td>
</tr>
<tr>
<td></td>
<td>- - - L U N C H   B R E A K - - -</td>
</tr>
<tr>
<td>Topics</td>
<td>Generations</td>
</tr>
<tr>
<td>Activity</td>
<td>Instructional Session #1</td>
</tr>
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<td></td>
<td>Journal Critique</td>
</tr>
</tbody>
</table>
Friday, April 12, 2013

Readings


Topics
Social Media & Technology
Current Student Issues in Higher Education

Activity
Instructional Session #2

Saturday, April 13, 2013

Readings
Renn & Reason (2012) Part III – Outputs, Chapters 8-10

Topics
Retention, Persistence, and Degree Completion
Impacts of College

Activities
Instructional Session #3
Case Study

- - - L U N C H   B R E A K - - -

Readings


Topics
Theory to Practice
Teaching & Learning

Activity
Instructional Session #4

Assignment Due Dates:

ASSIGNMENTS & EVALUATION CRITERIA:

STUDENT INTERVIEW – 150 Points

Part I -- In class on March 2nd, we will collectively develop an instrument to be used as a framework for your interview. (This is a great expedition into a highly valued method of qualitative research on U.S. college students.)

Part II -- You will each identify an undergraduate college student. You will set up an appointment for 30-60 minutes (depending on how the interview is flowing) and following our collective interview protocol, gather data responses. I highly encourage you to use some type of audio recorder to collect the responses as you will then transcribe the interview into our previously developed framework (more of a report than a paper). You will submit this paper to me for review by April 4, 2013 at 4:00pm.

Part III -- In class we will analyze your individual responses within a composite analysis developed by the entire class to gain an expanded insight into the vastness of the undergraduate student experience.

Rubric: Part I -- 30 points: [20 participation; 10 faculty assessment]; Part II -- 90 points: [60 report of data; 30 following protocol and reflection of data], Part III—30 points: [20 peer assessment of participation, 10 faculty assessment]

TEACHING SESSION – 150 Points

As this class is a required component of the Graduate Certificate in College Teaching, I ask that each of you participate in an opportunity to teach the class about a selected sub-topic concerning U.S. College Students. Topics to be discussed in class, but will come from: Student Development Theory (psychosocial, cognitive, typological, person-environment); Identity Development Theory (gender, race, ethnicity, sexual, social, );

The session should be limited to a 60 minute time frame. Please allot the appropriate amount of time for teaching and discussion. I encourage you to approach this task with intellectual curiosity and scholarly playfulness. Several formats are acceptable for your “teach us” session. You should identify and build upon your own formal teaching philosophies (emerging is OK, too) while incorporating best-practices and research supported methodologies. I would also like you to prepare class handouts that summarize the major concepts and resources. Please keep in mind that your colleagues likely have not read the article or book so part of your task is to make sure that they clearly understand the key ideas from the text and are able to apply them. Please make sure you use this opportunity to empower learning for your colleagues. Engagement of your colleagues and assessment of their learning will be essential in these teaching sessions.

Rubric: content 50, handout 25, presentation 50, peer assessment 25.

CASE STUDY & JOURNAL ARTICLE REVIEW – 100 Points

I will provide you with a case-study pertaining to U. S. College Students that you will work on both individually and in a group to identify the issues and approaches of faculty and administrators in supporting student success. I will provide you with a published article on college students for your critical in-class analysis.

Rubric: analysis 50, group discussion 25, peer assessment 25.
FINAL PAPER – 250 Points

Throughout this course we will be identifying and exploring a wide array of components of the academic profession. For this paper, you will select a particular component of interest to you and develop a final paper grounded in a particular theme around the academic profession. This paper will be a full exposition of the subject from a literature review, synthesis of research and theory, or research proposal format.

For example, you may have an interest in further exploring the concepts and practice of post-tenure review in U.S. Higher Education. This would be an excellent topic for a final paper and you could easily organize a thoughtful investigation of the multiple perspectives and practices and even some outcomes on this topic. APA 6th Edition Style

Outline due: April 1, 2013.

Final paper is due April 12, 2013. Presentations will likely occur on the last day of class.

Rubric: preparation (topic, outline, & conversation with me) 30; relevance of topic to this course and integration of class materials 30; depth of analysis beyond the core content of the course (including content, length, appropriate sources of information -- depth and breadth) 70; writing (including APA style, grammar, punctuation, flow) 70; presentation 50 (faculty & peer assessed).

CURRENT ISSUES IN HIGHER EDUCATION – 100 Points

Each class period we will identify current issues in higher education from sources such as the Chronicle of Higher Education or Inside Higher Ed. We will spend time in- and out-of-class (via the discussion board in our Blackboard site) identifying the components of the problem, the contexts, and using our resources to date in addressing the issue from one or more administrative leadership perspectives. Obviously, this is highly correlated with classroom attendance and engagement as stated below.

Ongoing evaluation

ENGAGEMENT – 150 Points

To best facilitate the learning of all participants in a collaborative learning environment, full engagement of all is an essential component. Course engagement refers primarily to the commitment to learning through

~class preparedness – reading all assignments, regularly communicating with faculty and classmates, checking Blackboard and e-mail daily, using alternate resources (library, web, people) to prepare for the sessions;
~class attendance/participation – attending all class sessions, staying the full-class session, disabling devices (cell phone, pda, mp3, computer, neighbor) that may limit your ability to be fully connected to the topic;
~active participation -- discussion, debate, and dialogue – we will use all three as they all have a place in your professional development;
~and displaying through your actions and treatment of others a genuine desire to learn the material and develop your skills as a professional in higher education.

Ongoing evaluation

Post-Class Assignment:
none

Student Involvement Hours:
See ENGAGEMENT section listed above

VII. CRITERIA FOR EVALUATION

Evaluation Criteria:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Interview</td>
<td>March 23, 2013</td>
<td>150</td>
</tr>
<tr>
<td>Case Study</td>
<td>In-class</td>
<td>100</td>
</tr>
<tr>
<td>Current Issues</td>
<td>Every class</td>
<td>100</td>
</tr>
<tr>
<td>Engagement</td>
<td>Entire Semester</td>
<td>150</td>
</tr>
<tr>
<td>Instructional Session</td>
<td>Assigned in class</td>
<td>100</td>
</tr>
<tr>
<td>Final paper</td>
<td>April 12, 2013</td>
<td>300</td>
</tr>
</tbody>
</table>

Grading Scale:

Total Points Earned; Final Grade Earned
860-900; A
830-859; A-
800-829; B+
770-799; B
740-769; B-
710-739; C+
680-709; C-
Late Assignments:
Late assignments will be evaluated at a significant reduction of available points unless prior approval from the instructor is granted.

Make-ups and Rewrites:
If appropriate to the learning pedagogy for the assignment, there may be opportunity for rewrites and reevaluation of performance in consultation with the instructor.

VIII. EXPECTATIONS

Attendance and Participation:
To best facilitate the learning of all participants in a collaborative learning environment, full engagement of all is an essential component. Course engagement refers primarily to the commitment to learning through

1) class preparedness – reading all assignments, regularly communicating with faculty and classmates, checking Blackboard and e-mail daily, using alternate resources (library, web, people) to prepare for the sessions;

2) class attendance/participation – attending all class sessions, staying the full-class session, disabling devices (cell phone, pda, mp3, computer, neighbor) that may limit your ability to be fully connected to the topic;

3) active participation – discussion, debate, and dialogue – we will use all three as they all have a place in your professional development;

4) and displaying through your actions and treatment of others a genuine desire to learn the material and develop your skills as a professional in higher education.

Academic Integrity:
Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin (https://bulletins.cmich.edu/).

Student Rights and Responsibilities:
Each member of the Central Michigan University community assumes an obligation regarding self conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at https://www.cmich.edu/about/leadership/office_provost/dean/Pages/Code-of-Student-Rights.aspx.

IX. SUPPORT SERVICES AND OTHER REQUIREMENTS

Global Campus Library Services (GCLS)
CMU offers you a full suite of library services through its Global Campus Library Services (GCLS) department. Reference librarians will assist you in using research tools and locating information related to your research topic. The library’s Documents on Demand office will help you obtain copies of the books and journal articles you need. Check out the GCLS website at http://ocls.cmich.edu for more information.

Reference librarian contact information:
1. By phone: (800) 544-1452.
2. By email: oclsref@cmich.edu
3. By online form: http://ocls.cmich.edu/reference/index.html#form

Documents on Demand office contact information:
1. By phone: (800) 274-3838
2. By email: docreq@cmich.edu
3. By fax: (877) 329-6257

Writing Center
The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. For additional information and to submit work, visit http://webs.cmich.edu/writingcenter/

Mathematics Assistance Center
The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify and to register with the Math Assistance Center, visit http://global.cmich.edu/mathcenter/tutoring-request.aspx.
ADA

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Susie Rood, Director of Student Disability Services at (800) 950-1144, extension 3018 or email her at sds@cmich.edu, at least 4 weeks prior to registering for class. Students may find additional ADA information and forms at http://go.cmich.edu/support_services/academic/StudentDisabilityServices/Pages/default.aspx

Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a “Notification Letter to the Instructor” outlining the accommodations the student is approved to receive.

X. BIBLIOGRAPHY

Center Information

CMU Southfield Center
26555 Evergreen Road
Southfield, MI 48076
Phone: (248) 357-8600
Fax: (248) 357-8606

Email: southfield.center@cmich.edu

Office Hours: Monday-Friday – 9 a.m. – 6 p.m.
Extended Day: Monday - 9 a.m. - 7 p.m.

Resource Center Hours: Monday-Friday – 9 a.m. – 6 p.m.

*We sometimes close for meetings, so please contact the center before visiting.

Please note: Students may not bring their children to class or to the Resource Center.

The CMU Southfield Center is on Evergreen Road, between 10 and 11 Mile Roads. We are located in Suite 119 in the Travelers Tower building.

MAP http://goo.gl/maps/CzgJ0