

**EOL 572 - College Student
Fall 2006
Tuesdays 5pm-7:50pm
242 Education Building**

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Course Description

This course examines the research on and theories involving college students in American higher education. In addition to meeting needs that students identify, it is designed to provide an overview of major areas and types of research on college students and consider how the results of the research can be used to facilitate intended outcomes of higher education. Special attention will be paid to theories of college student development and college impact. Readings and assignments are intended to demonstrate the diversity of student populations, contexts, and experiences, as well as the variety of methodologies and approaches used to study them.

Course Objectives

- Introduce students to the nature and characteristics of college students in American higher education.
- Foster an appreciation of the major approaches to studying American college students.
- Examine how theories and frameworks, including of college choice, student attrition, student development, and college impact, can be used to better understand students and their experiences.
- Consider how practitioners can use theories to better serve students.
- Understand the vast diversity of college student populations and how this diversity affects our use of existing theories.
- Assess the strengths and limitations of existing research on college students
- Consider what further knowledge individuals students need to use the theories, models, and ideas under consideration

Required Texts

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). 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.

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

Course Expectations

Attendance: Students are expected to attend each session and be prepared to begin each session on time. If a lateness or absence is anticipated, please inform the instructor as early as possible. Repeated absence or lateness may result in a reduction of the class participation grade.

Participation: Students are expected to engage actively and thoughtfully in the weekly class sessions. In order to fulfill the promise of a graduate course, plan to study the assigned readings prior to class, identify main themes or issues in the readings, and bring with you any questions or issues you would like to address. Informal assignments or class activities will be used to increase your involvement in the class. These activities should improve both the quality of our class discussions and the value of the readings and activities for all participants.

Deadlines: Unless otherwise specified, all assignments should be turned in at the beginning of class on the day they are due. Work turned in after the beginning of the assigned class will receive minimal feedback and a lower grade. The penalty for late work increases by a letter grade each week.

Format: Unless otherwise specified, all written assignments should adhere to APA style and should be free of spelling and grammatical errors. Papers should be double-spaced, have one inch margins, and have twelve-point font.

Academic Integrity: All students are expected to maintain high standards of academic integrity. All completed assignments must be original work for this course, must consist of original ideas and writing, and must include appropriate citations of others' ideas. As a student in this course, you are responsible for knowing and adhering to both the letter and spirit of the University of Illinois' policies regarding academic integrity and student conduct, including but not limited to those specified in The Student Code (available: www.admin.uiuc.edu/policy/code).

Human Subjects Review: All class members are expected to uphold both the spirit and letter of all policies pertaining to the use of human subjects in research. Please familiarize yourself with the University of Illinois' policies, including but not limited to those outlined by the College of Education (available: <http://www.ed.uiuc.edu/ber/webpages/HumanSubjects.html>).

Services: If you believe that you may need accommodations due to any sort of special circumstances, please contact the instructor within the first two weeks of the class so that appropriate arrangements can be made.

Syllabus: While the main assignments, issues and topics will remain the same, slight alterations in readings may occur due to identified class needs and interests. Such changes will be made in consultation with all class members.

Assignments

Class Participation: As noted above, the learning that will take place in this course will largely be determined by the effort and preparation of all class members. In addition to active weekly participation, class members will be expected to undertake the following assignments.

- Current events: Students are expected to be aware of issues facing students in modern American education. Please pay attention to the concerns and experiences of students with whom you interact and the issues raised in publications such as *The Chronicle of Higher Education* and student newspapers. Bring your observations and ideas into class.
- Discussion questions: At least twice during the semester, students will email potential discussion questions and/or substantive ideas to the instructor no later than noon on the Sunday prior to the relevant class. These questions/ideas will help identify issues of particular interest and will be considered as part of planning for the individual sessions.
- Short assignments: Additional short assignments may be required during the course.

Research Critique: While this course provides an overview of a number of theories and perspectives, the literature on college students is vast and extends far beyond what could be covered in any single course. As such, each student will identify a research article that has not been assigned but that addresses a topic relevant to the course. Appropriate pieces include those in journals used in this course and more thorough discussions of theories, models, and research considered.

On assigned dates, class members will present their critique of the article or chapter to the class, both verbally and by distributing a short handout. Successful presentations/handouts will include a complete citation in APA style, a brief overview of the piece's main points (one page), a consideration of the methodology, and a discussion of how the work might and might not contribute to larger understandings of college students. Students are encouraged to link the pieces to other issues and works discussed in the course and to pay attention to populations considered. In addition, students will submit a more formal critique of the work not in excess of four pages.

Short Paper: In a paper of no more than seven pages, class members will identify a theory or model involving college students and relate an aspect of that theory to their own experiences. Papers should demonstrate an understanding of the theory and significant reflection on one's own experiences. In order to successfully complete this assignment, students will need to read and use the scholarly literature explore beyond the assigned readings for this class. [Please note: Students with extensive backgrounds in certain theories will be expected to pursue a new area for this paper.]

Independent Project: Recognizing that class members will enter this class with different interests and goals, students will be provided the flexibility to design their own final project. As a first step toward successful completion of this assignment, each student will submit a short statement indicating their topic by the fifth session of the course (September 26). By the seventh session (October 10), students will submit a one page prospectus and a one page list of references. Final projects are due by 5pm on Monday, December 11. Further details will be distributed in class.

Assignment	Due Date	Percentage
Class Participation	Weekly	15%
Research Critique	Varies	15%
Short Paper	October 17	20%
Final Project: Statement	September 26	0%
Final Project: Prospectus	October 10	5%
Final Project: Paper	December 11	45%
Total		100%

Class Schedule

August 29: Introduction

- Overview of course and expectations
- Begin process of getting to know each other

September 5: Studying College Students

- Research ethics and APA
- What are the main areas of research on college students?
- How do the approaches discussed by Pascarella and Terenzini differ from each other?
- What are the traditional views of college students and how might an ecological perspective contribute to our understandings?
- What is the difference between change and development?

Pascarella & Terenzini (2005). *How college affects students*

Chapter 1: Studying College Outcomes in the 1990s

Chapter 2: Theories and Models of Student Change in College

Williams, L. B. (1998). Behind every face a story. *About Campus* 3(1), 16-21. [WB]

Brookfield, S. D. (1999). What is college really like for adult students? *About Campus*, 3(6), 10-15. [WB]

September 12: College Student Populations and Transitions

- Is there a typical college student? What are the implications for research and practice?
- What are the demographic trends in college student populations?
- What major factors influence college choice?

Astin, A. W. (1998). The changing American college student: Thirty-year trends, 1966-1996. *The Review of Higher Education*, 21, 115-135. [WB]

Cabrera, A. F. & La Nasa, S. M. (2000). Understanding the college choice process. *New Directions for Institutional Research*, 107, 5-22. [WB]

Perna, L. (2000). Racial and ethnic group differences in college enrollment. *New Directions for Institutional Research*, 107, 65-83. [WB]

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), 527-551. [WB]

Attinasi, L., Jr. (1989). Getting in: Mexican Americans' perceptions of university attendance and the implications for freshman year persistence. *Journal of Higher Education* 60(3), 247-277. [WB]

September 19: College Student Development I

- What is student development theory and how has it evolved?
- What are the main areas of student development that researchers have identified?
- What are the basic elements of Perry's theory? How was it developed and how can it be used?
- How is critical thinking related to postformal reasoning?

Evans, Forney, & Guido-DiBrito (1998). *Student development in college*.

Chapter 1: Student Development as a Field of Study

Chapter 2: Using Student Development Theory

Part III: Cognitive Structural Theories (pp. 123-126)

Chapter 8: Perry's Theory of Intellectual and Ethical Development

Pascarella & Terenzini (2005) *How college affects students*.

Chapter 4: Cognitive Skills and Intellectual Growth

September 26: College Student Development II: Cognitive Development

- What are the key concepts of the different theories? How are they similar and different?
- How would you test or use these theories?
- Do these theories apply to all students? Why or why not? What are the implications?

****** Final Project Statement Due ******

Evans, Forney, & Guido-DiBrito (1998). *Student development in college*.

Chapter 9: Later Cognitive Structural Theories

Chapter 10: Kohlberg's Theory of Moral Development

Baxter Magolda, M. B. (2000). (Ed.), *Teaching to promote intellectual and personal maturity: Incorporating students' worldviews and identities into the learning process*. New Directions for Teaching and Learning, No. 82. San Francisco: Jossey-Bass. [WB]

Chapter 1: Ignelzi, M., Meaning-Making in the Teaching and Learning Process

Chapter 2: King, P. M., Learning to Make Reflective Judgments

Chapter 3: Clinchy, B. M., Toward a More Connected Vision of Higher Education

Love, P. G. & Guthrie, V. L. (Eds.). *Understanding and applying cognitive development theory*. New Directions for Student Services, No. 88 (pp. 77-93). San Francisco: Jossey-Bass.
Chapter 7: Synthesis, assessment, and application [WB]

Pascarella & Terenzini (2005) *How college affects students*.
Chapter 7: Moral Development

October 3: College Student Development III: Psychosocial and Identity Development

- What does development in this domain look like?
- What aspects of self make up identity? How do they relate to each other?
- How do we understand our own identity?
- How do issues of race, gender, sexual orientation, etc. complicate understandings of identity?

Evans, Forney, & Guido-DiBrito (1998). *Student development in college*.
Chapter 3: Chickering's Theory of Identity Development
Chapter 5: Racial and Ethnic Identity Development
Chapter 6: Gay, Lesbian, and Bisexual Identity Development

Kodama, C. M., McEwen, M. K., Liang, C. T. H., & Lee, S. (2001). A theoretical examination of psychosocial issues for Asian Pacific American students. *NASPA Journal*, 38 (4), 411-437. [WB]

McEwen, M. K., Roper, L. D. Bryant, D. R., & Langa, M. J. (1990). Incorporating the development of African-American students into psychosocial theories of student development. *Journal of College Student Development*, 31(4) 429-436. [ER]

Ortiz, A. M. & Rhoads, R. A. (2000). Deconstructing whiteness as part of a multicultural educational framework: From theory to practice. *Journal of College Student Development*, 41(1) 81-93. [ER]

Baxter Magolda, M. B. (2000). (Ed.), *Teaching to promote intellectual and personal maturity: Incorporating students' worldviews and identities into the learning process*. New Directions for Teaching and Learning, No. 82. San Francisco: Jossey-Bass. [WB]
Chapter 8: Evans, N. J. Creating a positive learning environment for gay, lesbian and bisexual students

Pascarella & Terenzini (2005). *How college affects students*.
Chapter 5: Psychosocial change

October 10: College Student Development IV

- How do different aspects of identity relate to each other?
- How can we use theories to promote student development?
- How do different aspects of development relate to each other?

**** **Final Prospectus Due** ****

- Jones, S. R. (1997). Voices of identity and difference: A qualitative exploration of multiple dimensions of identity development in women college students. *Journal of College Student Development* 38 (4), 376-386. [ER]
- Jones, S. R. and McEwen, M. K. (2000). A conceptual model of multiple dimensions of identity. *Journal of College Student Development*, 41 (4) 405-414. [ER]
- Wilson, A. (1996). How we find ourselves: Identity development and two-spirit people. *Harvard Educational Review*, 66 (2), 303-317. [WB]
- Evans, Forney, & Guido-DiBrito (1998). *Student development in college*.
Chapter 15: Using Theories in Combination
Chapter 16: Future Directions for Theory in Student Development Practice
- Baxter Magolda, M. B. (2003). Identity and learning: Student affairs' role in transforming higher education. *Journal of College Student Development*, 44(1), 231-247. [WB]
- Chickering, A. W. & Reisser, L. (1993). *Education and Identity*. San Francisco: Jossey-Bass.
Part Two: Key Influences on Student Development (pp. 265-281) [ER]

October 17: Student Protest

- How do we understand the history of student protest in American higher education?
- What influence do cohorts have on student attitudes and experiences?

****** Short Paper Due ******

- Horowitz, H. L. (1986). The 1960s and transformation of campus cultures. *History of Education Quarterly*, 26(1), 1-38. [WB]
- Dey, E. L. (1997). Undergraduate political attitudes: Peer influence in changing social context. *The Journal of Higher Education*, 68(4), 398-413. [WB]
- Moore, K. M. (1978). The war with the tutors: Student-faculty conflict at Harvard and Yale, 1745-1771. *History of Education Quarterly*, 18(2), 115-127 [WB]
- Rhoads, R. A.(1998). Student protest and multicultural reform: Making sense of campus unrest in the 1990s. *The Journal of Higher Education*, 69(6), 621-646. [WB]
- Levine, A. & Cureton, J. (1998). Student politics: The new localism. *The Review of Higher Education*, 21(2), 137-150. [WB]

<http://newdeal.feri.org/students/index.htm> [Specifics to be announced]

October 24: College Environment and Student Involvement

- What elements of the college environment influence student outcomes?
- Why is student involvement important?
- Does learning take place in the classroom?

Astin, A. (1984). Student involvement: A developmental theory of higher education. *Journal of College Student Personnel*, 25(4), 287-308. [ER]

Astin, A. (1993). *What matters in college? Four critical years revisited*. San Francisco: Jossey-Bass.
Chapter 1: Studying College Impact [ER]

Kuh, G. (1993). The other curriculum: Out-of-class experiences associated with student learning and development. *Journal of Higher Education*, 66(2), 123-155. [WB]

Umbach, P. D. & Kuh, G. (2006). Students experiences with diversity at liberal arts colleges: Another claim for distinctiveness. *Journal of Higher Education*, 77(1), 169-192. [WB]

Pascarella & Terenzini (2005). *How college affects students*.
Chapter 11: How College Affects Students: A Summary

October 31: Student Retention and Attrition

- What factors affect student retention and attrition?
- How can research inform retention programs?

Tinto, V. (1998). College as communities: Taking research on student persistence seriously. *The Review of Higher Education* 21(2), 167-177. [WB]

Tinto, V. (1988). Stages of student departure. *Journal of Higher Education* 59(4), 438-455. [WB]

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*, 1(3), 225-238. [ER]

Nagda, B., Gregerman, S., Jonides, J., Hippel, W. & Lerner, J. (1998). Undergraduate research partnerships affect student retention. *The Review of Higher Education*, 22(1), 55-72. [WB]

Bean, J. P. & Metzner, B. (1985). A conceptual model of nontraditional undergraduate student attrition. *Review of Educational Research*, 52(5), 490-505. [ER]

November 7: Diversity in Higher Education

- What is diversity?
- Describe a diverse campus environment.
- What are the benefits of a diverse community and how might a diverse community be problematic?

Gurin, P., Dey, E., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 72(3), 330-366. [WB]

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. [WB]

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

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), 553-575. [WB]

Chang, M. J., Denson, N., Saenz, V., & Misa, K. (2006). The educational benefits of sustaining cross-racial interaction among undergraduates. *Journal of Higher Education*, 77(30), 430-455. [WB]

Allan, E. J. & Madden, M. (2006). Chilly classrooms for female undergraduate students? A question of method? *Journal of Higher Education*, 77(4), 684-711. [WB]

November 14: Implications for Policy and Practice

- What institutional practices and policies inform and are informed by research?
- What should scholars research in the 21st century? How?
- What research on students might *you* do?

Pascarella & Terenzini (2005). *How college affects students*.
Chapter 10: Quality of Life After College
Chapter 12: Implications for Research, Practice, and Policy

Pascarella & Terenzini (1998). Studying college students in the 21st century: Meeting new challenges. *The Review of Higher Education*, 21(2), 151-165. [WB]

Astin, A. (1996). *What matters in college: Four critical years revisited*. San Francisco: Jossey-Bass.
Chapter 12: Implications for Educational Theory and Practice [ER]

Chickering, A. W. & Reisser, L. (1993). *Education and Identity*. San Francisco: Jossey-Bass.
Chapter 16: Creating Educationally Powerful Environments [ER]

Evans, Forney, & Guido-DiBrito (1998). *Student development in college*. [REVIEW]
Chapter 15: Using Theories in Combination
Chapter 16: Future Directions for Theory in Student Development Practice

November 21: NO CLASS

November 28: Open Class & Final Presentations

- The class period will be used to address concerns identified by students and to begin final presentations

Reading: TBA

December 5: Open Class & Final Presentations

- The class period will be used to address concerns identified by students and to finish final presentations

Reading: TBA

****** Final Papers Due by 5:00pm on December 11******