

University of Texas – Austin

This is subject to change once the P&T vol. 2 text is available

Course: The College Student, EDA 391E
Instructor: Patricia Somers
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Office hours: Before class on Mondays, by appointment at your convenience.
Class website: <http://courses.utexas.edu>

Course description

This course presents an overview of college student development, and explores the research literature on college students.

Instructional Methods

- Instructor-led discussions
- Student-led discussions
- Out-of-class research and writing assignments
- Lectures
- Video
- Discussions online

Course objectives

1. To survey the research on college students.
2. To gain an understanding of the historical, philosophical, and theoretical framework of college student research.
3. To select and study in depth one area of research on college students.
4. To understand the variables that affect college choice, college transitions, and the impact of the college experience.

Textbooks

Required Texts

Pascarella, Ernest T. & Terenzini, Patrick T. (1991). *How college affects students*, vol. 1. San Francisco: Jossey Bass.

Pascarella, Ernest T., & Terenzini, Patrick T. (2005). *How college affects students*, vol. 2. San Francisco: Jossey Bass.

Optional Texts

American Psychological Association. (2001). *Publication Manual*, 5th ed. Author: Washington, DC.

Girden, E.R. (2001). *Evaluating Research Articles*, 2d ed. Sage: Thousand Oaks, CA.

Hart, C. (1998). *Doing a Literature Review*. Sage: Thousand Oaks, CA.

Grading

Criteria

Literature review (min. 20 pages with references) – 60%

Class and online discussions – 20%

Class presentation of chapters – 20%

Distribution

90 – 100 = A

80 - 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F

Course requirements

Readings: There is a great deal of reading for this course. We will work on these collaboratively according to student interests and needs. We will negotiate this the first class.

Class participation: Students are expected to contribute in class and online (20% of grade).

Assignments: There are two major work products for this class:

1. Review of research literature on one aspect of college students. This will be at least 20 pages (with references) and at least 10 sources from A or B journals. For each study, you will describe the research question (or purpose of the study), the method (with any critical comments from you), and the results. You will receive extra credit for a chart that indicates the theoretical framework for your studies (we will discuss this in class). You will present one study during the class period where we discuss

the appropriate section of P & T. The paper may be re-written and re-submitted. (60% of final grade). (Please talk with the instructor about your choice of topic).

2. You will be assigned a chapter or chapters to discuss during class. (20% of final grade).

Written work: The skill of academic writing is an important one for doctoral students. Students who would like additional help in developing their writing skills are encouraged to talk with the instructor. Students who need additional development of their writing skills will be allowed to resubmit papers. Your original draft should be submitted with any rewrites.

Class schedule

Week	Topic	Reading, vol. 1	Reading, vol. 2	Deadlines
1	Introduction, literature reviews	Chapter 1		
2	College choice, theories and models	Chapter 2		Read The Influence of Early Aspirations and Attitudes on Postsecondary Attendance http://www.umsl.edu/~edupsome/early.html
3	Verbal, quant. & subject competence	Chapter 3		
4	Cognitive skills and intellectual development	Chapter 4		Submit topic for paper (half page)
5	Psychosocial changes	Chapter 5		
6	Psychosocial changes 2	Chapter 6		Submit at least 6 references you will use in paper
7	Attitudes and values	Chapter 7		
8	Moral development	Chapter 8		
9	Educational attainment	Chapter 9		
10	Career Choice	Chapter 10		Submit outline of paper
11	Economics Benefits	Chapter 11		
12	Quality of Life	Chapter 12		
13	Summary	Chapter 13		
14	Implications, Lit review	Chapter 14		Submit paper

	presentations			
15	Wrap up, lit review presentations			

Course Policies

Class attendance: Class attendance, particularly when we have group activities is important. If you must miss class for some reason, please get the notes from a peer.

Course evaluation: During the semester, I will ask you to complete various Classroom Assessment Techniques to give me feedback on the course. This information will be used to improve the course (formative evaluation). At the end of the course, both an Instructor-designed and University-designed evaluation will be given. With all assessment techniques, anonymity is assured.

Academic accommodations: The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For information, contact the Office of the Dean of Students (471.6259; TTY 471.4641).

Scholastic dishonesty: Students are expected to be beyond reproach in scholastic activities. Those who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. According to the Regents Rules, “Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempts to commit such acts.” (*Regents Rules and Regulations*, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22). Scholastic dishonesty harms the individual, the students in general, and the integrity of the University as a whole. It will not be tolerated in any course. For further information, please contact Student Judicial Services, <http://www.utexas.edu/depts/dos/sjs>.

Cell phones: If you must have your cell phone on during class, please set it to the “vibrate” mode.

Research Sources

Journals	Papers/Databases
AA@	
<i>Review of Higher Education</i>	Association for the Study of Higher Education

	meeting Paper Depot
<i>Research in Higher Education</i>	American Educational Research Association meeting
<i>Journal of Higher Education</i>	Association for Institutional Research Annual Forum
<i>Journ. of College & University Law</i>	American Psychological Association meeting
<i>History of HIED Annual</i>	American Sociological Association meeting
<i>Am. Ed. Res. Assoc. Journ.</i>	
<i>Economics of Education</i>	
<i>Sociology of Education</i>	
<i>Harvard Review of Education</i>	
<i>Thought & Action</i>	
<i>Signs</i>	
<i>Review of Educational Res.</i>	
<i>Administrative Education Quaterly</i>	
<i>American Journ. of Sociology</i>	
<i>Teachjers' College Record</i>	
AB@	
<i>Journ. of College Student Develop.</i>	ERIC documents with some research component (use only if directly on point that you are researching)
<i>NASPA Journal</i>	National Center for Educational Statistics
<i>Journ. of Student Financial Aid</i>	College Board
<i>College and University</i>	American Council on Education
<i>Canadian Journ. of Hi. Ed.</i>	
<i>Initiatives</i>	
<i>Journ. of Negro Ed.</i>	
<i>Higher Education</i>	
<i>Journ. of Marketing for HIED</i>	
<i>Academe</i>	
<i>Journ. Of Hispanic Education</i>	

AC@ (use in introduction to establish case for study)	
<i>Chronicle of Higher Education</i>	Newspapers
<i>Business Officer</i>	Tabloids, whatever....
<i>CUPA Journal</i>	
<i>Education Week</i>	
<i>Change</i>	
<i>Trusteeship</i>	

