EDHE 5210.001 College Student Demographics
College of Education - Higher Education Program - Fall 2017
Wednesdays, 4 - 6:50 PM - Wooten Hall 221

About the Instructor:  
Uyen Tran-Parsons, Ph.D.  
Office Hours: MW, 12 - 3 PM  
By appointment preferred

Office Location: Sycamore Hall, 289

DESCRIPTION OF THE COURSE  
PREREQUISITE: None

This course will examine the make-up of today’s college student population, specifically their social, psychological and emotional development. In order to create and provide relevant student services, one must understand who the students are, the various backgrounds they may come from, and how their backgrounds will impact their college experience.

EXPECTED LEARNING OUTCOMES
At the completion of this course, students will demonstrate the ability to:
1. Describe the general characteristics of today’s American college students, including various subpopulations of college students.
2. Explain how important college decisions are made by various student groups.
3. Identify current issues related to today’s American college student.
4. Analyze and apply research literature related to college student demographics, culture, and institutional practices.
5. Illustrate and correctly follow APA guidelines for writing assignments.

REQUIRED TEXTBOOKS
There is no required textbook for this course. All readings are online through:

- Course Guide: http://guides.library.unt.edu/edhe5210

- Course Reserves: Go to library.unt.edu. Select “Course Reserves” on the right side of the screen. Enter the course number. Use password 5210F17 when prompted. Do not share this password with those who are not in the class.

- Blackboard: Under “Course Content”. These readings are not available through the library.

All listings are intended for class use and should not be duplicated in a way that would violate copyright law.

RECOMMENDED TEXTBOOK
Publication manual of the American Psychological Association (6th ed.)
## COURSE SCHEDULE  
*all readings and assignments subject to change.*

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic and Reading</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>8/30</td>
<td>Introductions &amp; Syllabus Overview&lt;br&gt;College Choice Process</td>
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<tr>
<td>2</td>
<td>9/6</td>
<td><strong>College Choice presentations</strong>&lt;br&gt;*Submit paper online via Blackboard by 4 pm</td>
<td>College choice essay/presentation</td>
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<td></td>
<td></td>
<td>Student Enrollment Patterns&lt;br&gt;Transfer Students (readings listed on Course Guide)</td>
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<tr>
<td>3</td>
<td>9/13</td>
<td><strong>Millennials Parents &amp; Families</strong></td>
<td>Exemplary program sign-up</td>
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<tr>
<td>4</td>
<td>9/20</td>
<td>Persistence, Retention, Departure Men &amp; Masculinity</td>
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<tr>
<td>5</td>
<td>9/27</td>
<td><strong>First-Generation Students Introduction to Photo Elicitation</strong></td>
<td>Exemplary programs # 1</td>
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<tr>
<td>6</td>
<td>10/4</td>
<td><strong>Working Students</strong>&lt;br&gt;Student Veterans&lt;br&gt;Student Athletes</td>
<td>Exemplary programs # 2</td>
</tr>
<tr>
<td>7</td>
<td>10/11</td>
<td><em>Class Mtg. in Gateway 049</em>&lt;br&gt;Students Living On-Campus&lt;br&gt;Students in Greek Life Organizations</td>
<td>Exemplary programs # 3</td>
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<td>8</td>
<td>10/18</td>
<td><strong>Graduate Students</strong>&lt;br&gt;International Students&lt;br&gt;Honors Students</td>
<td>Exemplary programs # 4</td>
</tr>
<tr>
<td>9</td>
<td>10/25</td>
<td><strong>Students in Distress/Crisis</strong>&lt;br&gt;LGBTQIA Students</td>
<td>Exemplary programs #5</td>
</tr>
<tr>
<td>10</td>
<td>11/1</td>
<td><strong>African American Students</strong>&lt;br&gt;Latinx Students&lt;br&gt;Asian American Students&lt;br&gt;Native American Students&lt;br&gt; Indigenous Students&lt;br&gt;Undocumented Students</td>
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<tr>
<td>11</td>
<td>11/8</td>
<td><strong>Research Day - No Class Meeting</strong>&lt;br&gt;*Submit assignment via Blackboard by 11 pm</td>
<td>Research article annotations</td>
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<tr>
<td>12</td>
<td>11/15</td>
<td><strong>Digital Learning and Social Media</strong></td>
<td>Think Piece</td>
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<td>13</td>
<td>11/22</td>
<td>No Class Meeting - Thanksgiving</td>
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<td>14</td>
<td>11/29</td>
<td>Presentation Day - Group 1</td>
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<tr>
<td>15</td>
<td>12/6</td>
<td>Presentation Day - Group 2</td>
<td>Final Paper due by 4 pm via BB</td>
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### Grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>Class Participation &amp; Attendance</td>
<td>20</td>
<td>A 220 or &gt;</td>
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<tr>
<td>College Choice Essay + Oral Presentation</td>
<td>30</td>
<td>B 200-219 points</td>
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<tr>
<td>(20 points for paper; 10 points for presentation)</td>
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<td>C 175-199 points</td>
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<tr>
<td>Exemplary Student Program Presentation</td>
<td>30</td>
<td>D 150-169 points</td>
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<tr>
<td>Research Article Annotations</td>
<td>60</td>
<td>F &lt; 150 points</td>
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<tr>
<td>Think Piece</td>
<td>10</td>
<td></td>
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<tr>
<td>Photo Elicitation Project</td>
<td>100</td>
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<tr>
<td>(60 points for paper; 40 points for presentation)</td>
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<td><strong>TOTAL</strong></td>
<td><strong>250 points</strong></td>
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### College Choice Essay + Oral Presentation

Everyone has a different process for choosing the “right” school for them. The reflective essays will allow you the opportunity to reflect on your own college experience.

For this assignment, you will be paired with a student you do not know well. Interview your partner and write about the process they went through to apply for college. Aspects of social capital, cultural capital, and socialization in the essay. Example interview questions could include: When did you decide to attend college? How did you learn about the institutions you were interested in? How did you select a major? Conclude the essay by comparing their described experience with the college choice process discussed in class. Submit the final **2-3 page** essay online using the link provided on Blackboard by 4 pm on the assigned date.

In class, each pair will give an informal presentation lasting **no more than 10 minutes** outlining each other’s college choice process. The presentation should not simply be a summary of what each other said, but rather provide an analysis of how social capital, cultural capital, and socialization (or the lack thereof) impacted your partner’s path to college. It is up to each pair to decide how to divide the allotted time. Presentation slides are not required but will be accepted.

### Research Article Annotations

Each student will select 6 peer-reviewed journal articles (excluding articles assigned for class) on the student population selected for the final project. Create a research article annotation for each journal article. Each annotation should not exceed two pages and must follow APA guidelines. The annotation should include:

- A full citation of the article at the top of the first page,
- One-paragraph summary of the article’s main themes,
- Analysis of the article explaining how the author supported conclusions drawn, and
• Brief critique demonstrating the relevance of the article to you and the field of higher education.

Submit assignment online via Blackboard on the assigned date.

Exemplary Student Program Presentation
Working in pairs, select a student program that you deem to be exemplary from a two- or four-year, public or private institution. The program must be intentionally designed to improve persistence and/or retention of a specific student subpopulation. You may not choose a program in which you have participated or personally oversee as part of your job. Evaluate the program by visiting the program’s website, reading program marketing materials and other publications (such as journals or books that mention the program), and/or visiting with the staff (in person or via phone/Skype) who oversee the program. Sign-up on Blackboard for a functional area; Only one group per functional area. Presentations will occur throughout the semester; therefore, due dates will vary for each group.

Each group will create a 10-minute presentation on the program. Powerpoint or a similar presentation program should be used for the presentation and include the components of universal design (Prezi should not be utilized). Include the following information in the presentation: 1) description of the program; 2) summary of what makes the program exemplary; and 3) brief description of challenges associated with implementing the program.

Think Piece
Students will be given a prompt to respond to on the first day of class prior to learning about the details of the course. At the end of the semester, each student will examine their initial response and write a new response to the prompt after reflecting on the information learned throughout the semester. Final think piece should be a minimum of 2-pages, double-spaced.

Final Project: Research Project using Photo Elicitation
Using the same student population selected for the literature review, each student will research the lives of 2-4 current college students. The project will consist of three activities:

1. Observations and interviews with members of the subculture using photo elicitation and other ethnographic methods and techniques.
2. Review of the literature regarding the characteristics and needs of the subculture
3. Identifying the similarities and differences found in the literature and your findings from photo elicitation research.

Each student will present their findings through a 15-20 minute presentation as well as submit a written report (15-20 pages), not including the cover page, references, or appendixes).
**Succeed at UNT**
- Show Up
- Find Support
- Take Control
- Be Prepared
- Get Involved
- Be Persistent

**Academic Integrity and Academic Dishonesty**
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: [http://vpaa.unt.edu/academic-integrity.htm](http://vpaa.unt.edu/academic-integrity.htm).

**EagleConnect**
All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit [https://eagleconnect.unt.edu](https://eagleconnect.unt.edu). This is the main electronic contact for all course-related information and/or material.

**Student Perceptions of Teaching (SPOT)**
Completion of an online students’ perceptions of teaching is a requirement for all organized classes at UNT. This short survey will be made available to you near the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider your completion of this online survey to be an important part of your participation in this class.

**Disability Accommodation**
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at [http://www.unt.edu/oda](http://www.unt.edu/oda). You may also contact them by phone at 940.565.4323.

**Observation of Religious Holy Days**
If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Acceptable Student Behavior**
Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the
classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

**Sexual Discrimination, Harassment, & Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**Food & Shelter Insecurity**

Any student is experiencing difficulty affording groceries or accessing food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students located on the 4th floor of the Union, Suite 409 or by calling 940-565-2648. Furthermore, please notify the professor if you are comfortable doing so. This will enable her to provide additional resources that she may possess.

*Credit to Sara Goldrick-Rab at Temple University for creating this wording.*