ADMPS 3131: Student, Campus and Society

Term: Spring, 2017
Schedule: Tuesday, 7:30 PM – 9:55 PM, WWPH 5702
Office Hours: Linda: By appointment at http://www.meetme.so/LindaDeAngelo
Office Hours: Max: By appointment email schustermt@pitt.edu

Course Description

ADMPS 3131 is a seminar that focuses on current research on the college experience. Covering issues from college access and choice to student outcomes, this seminar is designed to assist students in developing an understanding of the impact of college on students and how the student experience and issues related to students and student outcomes are studied in the field of higher education. This course is designed for advanced master’s students and doctoral students whose research interests are situated in higher education.

Course Learning Outcomes

1. Students will deepen their knowledge of how college affects students and of the differential impacts of college on students.
2. Students will understand how scholars study the student experience and student outcomes and how current literature addresses issues and problems related to students and student outcomes.
3. Students will develop an understanding of and beginning to advanced mastery in reading and engaging with scholarly sources.
4. Students will further develop their skills in analyzing the nexus and dissonance between scholarship, policy, and practice.
5. Students will further develop their skills in using and synthesizing scholarly literature.
**Requirements**

1. Class participation (20%)
2. Reviews of selected books (15%)
3. Case Studies (20%)
   a. Case Study I (10%)
   b. Case Study II (10%)
4. Literature review (45%):
   a. Table of research findings (P/NP)
   b. Annotated bibliography (10%)
   c. Peer review of draft (5%)
   d. Presentation (10%)
   e. Final written review (20%)

**Assignments**

**Class Participation:**

Class participation is your opportunity to contribute to the scholarly dialogue and rhetoric. Thoughtful discussion is an important skill to develop as a scholar and/or practitioner. Class participation involves active participation in class. If you miss more than one class meeting you will not receive a full participation grade.

In order to prepare for class and prior to the majority of the class meetings, after you have completed the week’s reading select one of the readings and prepare a reading engagement. The reading engagements you will do in this class are designed to assist you with developing and using the skills you will need to consume and use research literature as a scholar and/or practitioner both during your graduate studies at Pitt and in your career afterwards.

In your reading engagement consider the following questions, not all of which need to be addressed for any particular reading (approx. 325 to 500 words):

- What is the purpose of the study? Does the purpose of the study relate to an important question? What are the primary questions asked in the study?
- How was the purpose and questions of the study investigated? What data sources were used?
  - For quantitative studies what is the dependent variable and what are the major independent variables? What data analysis methods were used?
  - For qualitative studies what methods were used and how was the data analyzed?
- What are the findings and conclusions? Do the findings and conclusions relate to the data and purpose of the study?
- Are there shortcomings to the reading that you can identify? If so, what are they? Are there important questions that were not examined which should have been examined? If so, what are they?
- Are the findings of the study applicable to your work as a practitioner? Or your research as a scholar? If so, how?
• (MUST END EACH READING ENGAGEMENT) What question or insight do you have about the reading? (If you pose a question it should be related to how to read and/or understand/interpret some aspect of the article.)

Use the readings from Week 2 about how to engage with and read research literature to assist you in developing each of reading engagements. Your reading engagements for the week must be uploaded to CourseWeb by 11:59 PM on the Sunday prior to our Tuesday class meeting. Your readings engagements will assist you with class discussions and small group work and doing a thorough job preparing your reading engagement will help you get the most out of each class meeting as well as the course overall. Although only one reading per week requires a written reading engagement, you will benefit the most from the weekly class sessions and from the class as a whole if you prepare for and think about each of the readings using the above questions prior to class. Reading engagements will receive ✓+, ✓, or ✓- marks. If you miss more than one reading engagement you will not receive a full participation grade. The weeks for which the readings engagements are due are: Week 2 (on Jan 15), Week 3 (on Jan 22), Week 4 (on Jan 29), Week 5, (on Feb 5), Week 7 (on Feb 19), Week 8 (on Feb 26), Week 10 (on Mar 12), Week 11 (on Mar 19), Week 13 (on Apr 2).

Doctoral students must do two reading engagements instead of one on four different occasions and may choose on which weeks to submit a second reading engagement.

Book Reviews:

An academic book review is a critical assessment of a monograph that situates the work within the relevant body of scholarly research, directed toward scholars and/or practitioners who are not yet familiar with the book. The review should pose an argument, rather than simply summarize the content of a book, although a brief summary of book is provided. The most important part of a book review is to offer your critique of the content, including positive and negative points. You will also need to discuss whether you recommend the book and why or why not, and to whom you think it would be interesting or valuable. Each book review is expected to be a minimum of 750 words and not more than 1000 words. The books you will review in this class are the Beasley, M. A. (2012) text and the Stuber, J. M, (2011) text and are due Week 6 (on Feb 17) and Week 12 (on Mar 31).

Case Study:

The case study assignment is an opportunity to bring current events with policy implications into the course. You will work with a partner for each of your case studies. You and your partner will identify a policy issue involving the theme for a given week and facilitate a class discussion and/or activity. In addition to the weekly readings, you and your partner will need to review additional relevant (research) literature on their topic, analyzing the impacts of specific elements of a particular campus environment on students, assessing expectations held by various stakeholders with respect to college outcomes, etc. Your objectives here are to work collaboratively; gather and analyze data; draw implications from the data to inform policy and/or practice; engage in a critical examination of research, including identifying implications for further research on the topic; present a collectively compiled case study; and facilitate class discussion. Your team will have 1 hour of class time. The available case study weeks are Week 4, Week 5, Week 7, Week 8, Week 10, Week 11, and Week 13.
Literature Review:

A literature review is an account of what had been published on a topic by scholars and researchers. Your purpose in a literature review is to convey the knowledge and ideas that have been established on a topic in such a way that you are adding to the knowledge base in the area. In this course the purpose of the literature review assignment is to give students an opportunity to study a student outcome or process area that is of interest to them in depth. This assignment has five parts – a table of research findings, an annotated bibliography, a peer review of a rough draft, a presentation of the literature review to the class, and the final written product or literature review.

Master’s students will write a literature review that is intended to inform and guide practice in an area of student or academic affairs in which they are involved currently or in which they would like to work. As part of the assignment they must convey in the literature review how the literature can be used to guide practice and what types of programmatic implications arise from their review.

Doctoral students will write a literature review that is intended for publication in a scholarly journal. The review must not only synthesize the literature and identify gaps in the literature in the studied area, but also contribute to the scholarly dialogue on the studied area. This literature review should be aimed at driving empirical work in the area as well as guiding practice. Master’s students are welcome to do the doctoral assignment if they so choose.

Word length: The final literature review must be a minimum of 2,500 words (not including references) and must not exceed 5,000 words (not including references). Your review must include a minimum of 15 sources. The final literature review is due on Tuesday of Finals Week.

Table of research findings: The first step in writing your literature review will be to prepare a table of research findings. This table will help you narrow your focus as you begin to locate high quality academic sources for your literature review. You will have a minimum of 4 sources in your table of research findings. At least 2 of these sources must be empirical research articles or book chapters, 1 must be from a book or dissertation, and at least 2 must be recent (in the last five years). Course texts or reading cannot be included in this assignment. During Week 4 (January 30 – February 3) you will meet with your instructor to review your table of research findings and get feedback and approval for your literature review topic. You will need to bring the completed table as well as copies of the sources to your meeting.

Annotated bibliography: In the second step in preparation for your final literature review you are required to read, summarize and evaluate articles in your area of interest in the form of an annotated bibliography. An annotated bibliography differs from a standard bibliography or reference list in that in addition to identifying sources used in a paper it provides a critical summary of the sources for quick and easy reference when you are writing your longer literature review or in the future when you might be working on a research project or program in your chosen area. In an annotated bibliography each APA citation is followed by a short summary/evaluation (each about 200 words). You must have a minimum of 10 annotations; you will probably want to have more. At least 7 of the annotations must be empirical research articles or book chapters and at least 1 of the annotations must be from a book or dissertation. Course texts or reading cannot be included in this assignment. This assignment is due Week 8 on February 28.
Peer review: The class session during Week 14 (April 11) will be dedicated to peer reviews of your literature reviews. You need submit your rough draft via email to your peer reviewer by Friday, April 7 at 11:59 PM at the latest to give your peer reviewer enough time to read and review your draft prior to class. Peer reviewers must send their review back to you via email prior to class and must also upload their review via CourseWeb prior to the start of the class meeting on April 11. Peer reviewers should also bring a copy of their review with them to class. Peer reviewers’ teams will spend time during the class session discussing each other’s papers, elaborating on comments, and providing constructive criticism.

Literature review presentation: The literature review presentation gives you the opportunity to share your literature review with the entire class and to further develop your scholarly presentations skills. Each student will have 15 minutes for their presentation – 10 minutes for the presentation, plus 5 minutes for discussion and questions/answers. Your presentation should be developed in PowerPoint. These presentations will take place during Week 15 (April 18).

**Basic Writing Guidelines for Course Assignments**

All papers must use Times New Roman 12” font and have 1” (normal) margins throughout. Written work must conform to APA citation style guidelines. All assignments/papers will be turned in through CourseWeb and must be uploaded as Microsoft Word documents by the deadlines that are provided for each assignment. Assignments are due by midnight the day of class in the deadline week unless other instructions are provided.

**Assessment and Evaluation**

Letter grades will be assigned in this class. Written work is graded on demonstrated insight, completion of expectations of the assignment, coherence of organization, and grammar and spelling. Letter grades are feedback and have the following meaning:

A “A” signifies work that clearly exceeds expectations. Written work falling into the category will demonstrate clarity of purpose, organization, and communication. It will also demonstrate original interpretation of course material. “A” level participation need not mean a large quantity of participation but denotes the student who prepares for class and consistently indicates having thought critically about the material.

A “B” signifies work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some of the aspects of “A” work, particularly inconsistent preparation for class or written work that demonstrates less significant insight into the material or frequent grammatical errors.

A “C” signifies work that is below expectations, all aspects of the assignment may not have been completed, work demonstrates little preparation for class or written work that demonstrates little insight into material or grammatical issues that mar the work significantly.

Letter grades using + and – are also assigned.
**Statement of Instructor Position in Course**

Our classroom is a place of intellectual inquiry where discussion and critical reflection are normative and where students are empowered as leaders in the learning process. We have high expectations for student achievement and have a strong belief in the potential of all students to succeed. This belief in each student's potential to succeed centers all of our interactions with students both inside and outside of the classroom. We are committed to anti-racist, non-sexist, non-classist, and non-heterosexist pedagogy. This includes fostering an environment that is as safe and inclusive as possible for everyone. If everyone in the class is similarly committed it will make our work together more productive and stimulating.

**Readings / Resources**

**Required Texts:**


**Recommended Texts:**


**Other Required Reading: (all are available on CourseWeb each week)**

See weekly topic listings below.

**Class Schedule**

**Week 1 Jan 10**  
Class Introduction, Course Expectations, Framing Student Success

*Reading to Complete Prior to Class*


Pascarella & Terenzini – How College Affects Students – Chapter 2
Week 2  Jan 17  Today’s College Students

*Reading to Complete Prior to Class*


Week 3  Jan 24  Outreach Programs, Admissions Policy, and High School Context

*Reading to Complete Prior to Class*


Week 4  Jan 31  Impact of Financial Aid on Access and Choice

*Reading to Complete Prior to Class*


*Assignment Due: Table of research findings*
Week 5    Feb 7    College Adjustment & The First Year of College

Reading to Complete Prior to Class


Week 6    Feb 14    In class workshop: The annotated bibliography and literature review

Reading to Complete This Week


Assignment due Friday, February 17: Extended book review I

Week 7    Feb 21    Cultural and Social Capital

Reading to Complete Prior to Class


Week 8    Feb 28    Diversity and Campus Climate I

Reading to Complete Prior to Class


Assignment due: Annotated bibliography

Week 9    Mar 7    No Class: Spring Break

Week 10   Mar 14   Diversity and Campus Climate II

Reading to Complete Prior to Class

Week 11  Mar 21  Inequality of Outcomes

Reading to Complete Prior to Class


Week 12  Mar 28  In class workshop: Making progress on writing the literature review

Reading to Complete This Week


Assignment due Friday, March 31: Extended book review II

Week 13  Apr 4  Changes in Attitudes and Values

Reading to Complete Prior to Class


**Week 14** April 11  Peer Reviews of Literature Review Drafts

*Assignment Due: Rough draft of literature review to peer reviewer via email by Friday, April 7th at 11:59 PM*

*Assignment Due: Peer review of classmates paper due by 7:00 PM!*

**Week 15** April 18  Literature Review Presentations

**Finals** April 25  *Assignment Due: Literature Review – must be submitted by 11:59 PM*

**Other Recommended Resources:**


**Optional reading for those interested in graduate students**


**Statements on University and School of Education Policy:**

**Departmental Grievance Procedures.** The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in ADMPS believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer. [Dr. Michael Gunzenhauser is the Associate Dean and Integrity Officer.]

**Academic Integrity.** Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

**Disability Services.** If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

**Statement on Classroom Recording.** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.