

## Students and the College Environment

### HIED 66654/76654

Fall 2011 -- Kent State University

Wednesdays 5:30 pm to 8:15 pm in White Hall 122B

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Office Hours: By appointment (I am open to various locations in the Cleveland area – so if you will not be in Kent at the time you want to meet, let's arrange something else.)

#### **Catalog Description:**

HIED 66654/76654: ***STUDENTS AND THE COLLEGE ENVIRONMENT (3)*** Study of the impact of different types of students and college environments on each other within the context of a changing society.

#### **Overview:**

This course will introduce students to the role of environments in higher education. Using environmental theories, students will consider different types of environments and characteristics of successful environments. Application of theory to practice will include using the theories to view environments, assess environments, and envision environments from the perspective of student populations. The feasibility and implications of shaping environment will be discussed.

#### **Objectives:**

Students participating fully in the course will:

- Identify, describe, and contrast the types of environments on a campus, and the characteristics of environments that foster educational success
- Apply environmental concepts to specific college or university settings and students
- Understand the role of environments in a student's life
- Consider the challenges and responsibilities of shaping environments
- Think about types of environments, and how they might or might not fit well with professional goals and beliefs
- Begin or continue to develop a professional identity
- Listen, discuss, read, challenge, imagine, contribute, present, write, and laugh

#### **Required Texts and Readings:**

Kuh, G. D., Schuh, J. H., Whitt, E. J., & Associates. (1991). *Involving colleges: Successful approaches to fostering student learning and development outside the classroom*. San Francisco: Jossey-Bass.

Strange, C., & Banning, J. (2001). *Educating by design: Creating campus environments*. San Francisco: Jossey-Bass.

Readings available on-line:

Biemiller, L. (2004, March 26). Rethinking a center that students don't like. *Chronicle of Higher Education*.

Biemiller, L. (2010, May 16). Should your new buildings look old? *Chronicle of Higher Education*.

Lang, J. M. (2009, July 2). Nudging higher education: A professor looks for small changes he can make to move students toward making smarter choices. *Chronicle of Higher Education*.

Department of Education. (2010). *Campus security statistics website*. Retrieved August 31, 2011 from <http://ope.ed.gov/security/>

Manning, K. (2000). *Rituals, ceremonies, and cultural meaning in higher education*. Westport, CT: Bergin and Garvey. On e-Reserve, password [college11]

Magolda, P. (2003). Saying good-bye: An anthropological examination of a commencement ritual. *Journal of College Student Development*, 44, 779-796. Also on e-Reserve, password [college11]

Strauss and Howe readings. On e-Reserve, password [college11]

Turner, V. W. (1996). Liminality and communitas. In R. Grimes (ed.) *Readings in Ritual Studies* (pp. 511-519). On e-Reserve, password [college11]

van Gennep, A. (1996). Territorial passage and the classification of rites. In R. Grimes (ed.) *Readings in Ritual Studies* (pp. 529-536). On e-Reserve, password [college11]

Wright, A. (2009, June 3). Colleges may play the name-change game at their peril, dissertation says. *Chronicle of Higher Education*.

Other readings will be distributed or assigned as we go through the semester.

*The Chronicle of Higher Education*. Students are expected to keep abreast of current events within higher education and are therefore expected to review *The Chronicle of Higher Education*. Most of the Chronicle is viewable for free. Through the KSU subscription, it can be viewed from KSU computers or by proxy.

Memberships. As a student affairs professional you are expected by the program to participate in one of the numerous professional organizations. Membership in the national organizations and some of the functional/regional associations will include publications. Most organizations provide discounts for full-time students.

Optional textbook, and recommended for 76654 students:

Galvan, J. L. (2006). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Glendale, CA: Pyczak Publishing.

### **Attendance:**

Your participation for the full time of each class period is important to you, your classmates, and me. As stated in the KSU attendance policy, regular attendance is expected of all students. You are responsible for all information distributed or announced in class. I expect you to make every effort to attend every class session. Although it is not possible to truly “make up” a class period, I understand that sometimes it is necessary to miss class. If an absence is unavoidable, please let me know ahead of time. You will want to make arrangements with a classmate to collect handouts and announcements for you. Students with more than three absences should not expect to receive an A grade. Download the *Policy Register* from <http://www.kent.edu/policyreg/> for more information.

### **Academic Integrity:**

As members of the community of higher education, we are all subject to the standards of academic integrity. As a student, you are subject to the Code of Student Conduct. I strongly encourage you to review the Code, especially if you are a new student, as ignorance is not a valid defense should charges be brought against you. As your instructor, I have made a commitment to hold you to the standards of the community.

Please pay special attention to the section on plagiarism and academic honesty. Make sure that you understand how to cite, quote, and paraphrase correctly. Note that there is a wrong way to paraphrase

(lightly rearranging sentences from the original) and that incorrect paraphrasing and citation is still plagiarism. I expect that the work you submit to me will be created for this course and not used for other courses, and that sources of information that you use are correctly cited. **READ CAREFULLY:** Download the *Policy Register* from <http://www.kent.edu/policyreg/> for more information or contact Judicial Affairs Office, 119 Twin Towers, (330) 672-4054.

Here's a resource for how to paraphrase correctly:  
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

### **E-mail Account:**

If you do not already actively use and check your KSU e-mail account, please get started prior to the second class meeting. Some course communication will be conducted via e-mail. Please check your account regularly.

### **Cell Phones:**

Please silence or turn off your cell phone during class. If you forget and it rings, please silence it immediately. If you serve in an on-call capacity for your assistantship or job, please try to arrange to not be on call during class, or have another person cover for you for three hours (at CWRU, this is what we do!) If you **MUST** take a call during class, let me know ahead of time that you're expecting it, set the phone to meeting or vibrate, and leave the room when the call comes in.

### **Students with Disabilities:**

KSU Statement: "University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor [Janice Gerda] at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services [contact 330-672-3391 or visit <http://www.registrars.kent.edu/disability/> or the ground floor of the DeWeese Center for more information on registration procedures]."

### **Case Studies, e-portfolio:**

In students' final semester of the HIED program, they enroll in the capstone requirement, Case Studies in Higher Education (HIED 66655). A component of this course is to compile a graduate portfolio - a retrospective of one's experience in the program and thoughts regarding one's job search and future professional development. One part of the portfolio is to prepare a course work summary. In order to best prepare, students are advised to write and retain a brief reflection of this course at the end of the semester, and encouraged to retain copies of syllabi and course materials such as papers or projects.

### **Activities and Assignments:**

Assignments are due at the beginning of class on the dates indicated. Late assignments may receive little or no written feedback and will receive a lower grade unless we have made other arrangements prior to the due date. Typically, late assignments will be graded as usual and then one grade level deducted. Papers over 24 hours late will be reduced 2 grade levels, etc.

It might be helpful for you to use each other to proofread, discuss concepts, and develop ideas. However, please make sure that your work is indeed your own and that you give credit where credit is due.

Typographical and grammatical errors weaken your credibility as a writer and make your arguments more difficult to understand. Your effectiveness as a presenter also affects your ability to convey concepts. Skillful use of language, proofreading, and presentation skills will be rewarded in your grade, whereas weaknesses will be noted and taken into consideration when grading. Written assignments should be submitted in APA Style (6th edition) unless otherwise noted.

#### **•Class Attendance, Participation, and Reading –**

You will be expected to read assignments, be present, and discuss them in class. Please read with a curious and critical eye, and be ready to challenge or expand upon what you read.

#### **•The KSU Environment and Me – individual assignment**

The goal of the assignment is to examine your perceptions of the KSU environment when you first encountered it. Write a paper about your thoughts, feelings, impressions, experiences, and conclusions about Kent State University, focusing on the time when you were a new member of the community. This is about your experiences, so there is no need to consult other sources. Paper length: at least 4 pages of text. [Please format using APA style for margins, spacing, cover page, etc.]

#### **•Physical Environment Audit – group assignment**

The goal of this assignment is to do an intentional audit of a college or university physical environment with which you are NOT familiar, using and applying environmental theories. Choose an unfamiliar campus, and visit for at least two hours. Look for aspects of environment using Chapter 1. Take notes and photos. Prepare a presentation of approx. 15 minutes to share with the class, and an accompanying audit report. Tips for this assignment will be distributed in class. Groups of 3 or 4.

#### **•Constructed Environment – Analysis of a Ritual – individual assignment**

The goal of this assignment is to experience an all-institution ceremony or ritual and analyze it using cultural theory. Choose and attend a college or university ceremony or ritual. Some suggestions will be announced in class. [If you are not able to attend any of these, please talk with me about an alternative.] Pay careful attention to the aspects of ritual as described by Manning, Turner, van Gennep, or other sources. Write a paper explaining what type of ritual the event represented and what themes were apparent. Paper length: minimum 5 pages of text.

#### **•The Environment through Their Lens**

The purpose of this assignment is to identify one segment of the human aggregate environment, and view the environment using the lens of that subpopulation. As a group, choose a student subpopulation to which you do not belong, one that differs from you in race, ethnicity, nationality, class, gender, age, sexual orientation, disability, veteran status, and/or religious beliefs. Complete the following assignments.

- a. **Background Paper – The Lens (group assignment):** Read about your chosen sub-population to familiarize yourself with some experiences of the group or members of the group. Review

research articles, but you might also want to review programs, books, and even works of fiction, so long as they relate to experiences in colleges and universities. Collectively, write a paper about your understanding of this sub-population. All in the group should examine the same sub-population, but individual students might want to focus on different aspects of the topic to better prepare the group as a whole. Use APA format. Paper length 8-10 pages of text.

- b. Paper - Viewing the Environment with Their Eyes (group assignment):** Study the experience of your chosen sub-population at an institution with which you are familiar. You will want to interview students, view websites, read reports, investigate relevant academic programs or offices, and perhaps visit organizational offices or space. Write a paper, outlining your perceptions of the experiences of students with regard to the physical, aggregate, organizational, and constructed environments (see Strange & Banning chapters 1-4). In essence, teach us how the environment looks to them, using their “lens” to see these four aspects of the environment. Use APA format. Paper length: 15-20 pages of text.
- c. Presentation - Viewing the Environment with Their Eyes (group assignment):** Present what you discovered about A Place in the Environment to the class. 20 min.

**•Dissertation Critique or Literature Review (individual assignment) -**

70000-level students: You may choose to do either a Dissertation Critique or a Literature Review, consisting of a minimum of 15 pages of text. Submit your proposed research question or dissertation title and abstract no later than the third week of class. The paper is due on the day of your choice but no later than December 8.

- Dissertation Critique: Choose a completed dissertation on a topic closely related to a topic or core learning objective of this course. Read the dissertation, and complete a critique that includes both descriptive and evaluative comments on each of the chapters as well as the work as a whole.
- Literature Review: Choose a research question closely related to a learning objective of this course. Complete a literature review.

**Evaluation:**

	60000	70000
Class Attendance, Participation, and Reading	10	expected
KSU & Me	5	5
Physical Environment Audit	15	15
Constructed - Analysis of a Ritual	15	15
Background Paper – The Lens (subpopulation)	10	10
Paper, Viewing the Environment	25	25
Final Presentation, Viewing the Environment	20	20
(70000-level students) Dissertation Critique or Literature Review	-	10

95-100	A
90-94.9	A-
86.7-89.9	B+
83.4-86.6	B
80-83.3	B-
76.7-79.9	C+
73.4-76.6	C
70-73.3	C-
66.7-69.9	D+
60-66.6	D
<60	F

**Course Outline** (subject to modification)

	<b>Date</b>	<b>Focus</b>	<b>Read for this day</b>	<b>Assignments Due</b>
1	Aug. 31	Introduction Overview	(none - first day)	
2	Sept. 7	Physical Environments	Strange & Banning, xi-xx, 1-7, Ch. 9 Strange & Banning Ch 1 <i>Involving Colleges</i> , Ch. 5	KSU & Me
3	Sept. 14	Physical Environments	<i>Involving Colleges</i> , Ch. 1 & 2 Lang (online) Biemiller (2 articles) (online)	
4	Sept. 21	Physical Environments		Physical Environment Audit report and presentation
5	Sept. 28	Physical Environments		Physical Environment Audit report and presentation
6	Oct. 5	Aggregate Environments	Strange & Banning Ch. 2 Strauss, Howe readings on eReserve	
7	Oct. 12	Organizational Environments	Strange & Banning Ch. 3 <i>Involving Colleges</i> Ch. 6 & 7	
8	Oct. 19	Constructed Environments	Strange & Banning Ch. 4 <i>Involving Colleges</i> Ch. 3, 4 Wright (online)	
9	Oct. 26	Constructed Environments	Manning (2000) on eReserve Turner and Van Gennup (on eReserve) Magolda (online and on eReserve)	
10	Nov. 2	Safe and Inclusive	Strange & Banning Ch. 5 Department of Education (online)	Analysis of a Ritual paper
11	Nov. 9	Participation & Involvement	Strange & Banning Ch. 6 <i>Involving Colleges</i> Ch. 15 <i>Involving Colleges</i> , CHOOSE 8, 9, or 10	
12	Nov. 16	Community of Learners	Strange & Banning Ch. 7, 8 <i>Involving Colleges</i> Ch. 14	Background Paper
	Nov. 23 TDAY		<i>No class meeting</i>	
13	Nov. 30	Presentations	[group assigned reading]	A Place in the Environment paper and presentations
14	Dec. 7	Presentations	[group assigned reading]	A Place in the Environment paper and presentations
Final	Dec. 14	Presentations Review, Launch, and Evaluation	[group assigned reading]	A Place in the Environment paper and presentations

Last revised: 9/2/2011

*Subject to revision. This document does not constitute a legal contract, but rather a guide to expectations for this course. Students are encouraged to discuss all questions and concerns with the instructor as soon as they arise.*

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