SYLLABUS

Education 665, Fall 2018
Foundations for Student Affairs Educators
Tuesdays: 1:00 – 3:50 p.m.
Room 2328, School of Education Building

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* When emailing, please place "EDU665" in the subject line. This will help to locate your messages more easily and result in a timely response. Thank you.

COURSE DESCRIPTION

This course is intended to familiarize students with student affairs. This course focuses on the nature and purpose of student affairs, its functions, and how they can be effectively managed, coordinated, and integrated as part of the broad educational purposes of the institution. It also examines institutional strategies for organizing, staffing, and funding the extensive array of programs, services, and facilities designed to facilitate the learning and development of students. By actively participating in and successfully completing this course, students will become conversant with some of the literature and best practices associated with effective delivery of student affairs. Through an emphasis on meaning-making and portfolio pedagogy, students should also leave as more reflective practitioners and scholars. This course takes a broad look at the essential work of student affairs and its administration, examining the work through historic, theoretical, research, resource, ethical, legal, and best practice perspectives.

This course complements other CSHPE courses by drawing on: 1) theory and research from student learning and development; 2) our understanding of college students and the effects of college attendance; 3) evaluation and assessment concepts specific to student affairs; 4) basic organizational issues as applied to the study of student affairs work; and 5) experience garnered from practical engagement classes/ internships. This course is essential for graduate students intending to pursue careers in student affairs practice and administration.

COURSE OBJECTIVES

Upon successful completion of this course, students should be knowledgeable about the following areas:
- The basic framework for understanding the essential work of student affairs and its administration;
- The historical context that underscores modern practice of student affairs;

- The major underlying theory and research that guide the work of student affairs;
- The role of research, assessment, and evaluation in student affairs;
- The basic resource, legal, ethical, and technological dimensions of student affairs administration;
- The principles of good practice that guide the work of student affairs;
- The critical association of student affairs to the learning mission of higher education and its role in facilitating integrative learning;
- The unique issues related to critical incident management;
- The array of content areas associated with student affairs and the current best practices related to this work;
- How to engage in active reflection across multiple learning vehicles to create greater meaning (integrative portfolio practices); and,
- The fundamental knowledge, skills, values, attitudes, and behaviors associated with functioning as effective, reflective, and ethical student affairs practitioners.

M.A. students should leave the class feeling more prepared to enter an internship or entry-level professional position in a student-related, direct service, educator, and/or administrative role; Ph.D. students should feel more prepared to identify an area for deeper study and scholarship related to students and the work of student affairs.

REQUIRED READINGS

Readings represent a combination of classic and current literature in the field to provide context with breadth, depth, and the most recent thinking on key issues concerning student affairs. All required readings are available in Canvas and located according to date. Additionally, browse weekly the *Chronicle of Higher Education* at http://www.chronicle.com to keep up with current student issues. Additional readings may be provided as class handouts.

In preparing assignments, you should be aware of and seek references from the following:
- *Journal of Student Affairs Research and Practice (formerly NASPA Journal*--National Association of Student Personnel Administrators)
- *Journal of College Student Development* (ACPA/College Student Educators International)
- *Journal of Counseling and Development* (American Counseling Association)
- *Journal of Higher Education*
- *Journal of College & Character*
- *About Campus* (publication of ACPA/College Student Educators International)
- *Change* Magazine

Note that Wikipedia, blogs, and other non-scholarly sources may not substitute for peer-reviewed scholarship and best practices. Popular press/media may round-out perspectives but should not represent the core sources for any assignments in this course. Also consult the array of journals, other publications, and websites related to specific content areas within functional areas of student affairs and related to higher education at large. See Library Skills Workshops in this syllabus for assistance.

ASSIGNMENTS

Due dates represent deadlines. You are welcome to submit assignments in advance, if you wish. Page requirements for papers are based on double-spaced pages in standard type and font (12 point). Students are responsible for utilizing and arranging for in-class use of appropriate technology.

All assignments should be uploaded to Canvas by or on the due date. For each of the following assignments, a detailed document is available on the Canvas site, which provides specific instructions, examples, and requirements. **Please be sure to read all of the assignment guidelines on Canvas**.

I am happy to work with Ph.D. students individually to negotiate a research project as an alternative to the Action Plan assignment.

ASSIGNMENTS BY PROJECT & GRADING

Detailed guidelines may be found on Canvas; upload assignments to Canvas by due date.
Pre-notification expected for any absences or late assignments.

Assignment	Description	Due Date	Grades
Attendance & Participation	The expectation is that you will attend each class session and **actively** engage with the material. This includes, at a minimum, attending class prepared, having completed readings and assignments; facilitating a reading discussion; contributing in class through active listening; offering informed contributions; completing assignments on time; intentionally applying theoretical learning to concrete practice; and adding to positive and inclusive classroom dynamics that encourage and support diversity and respect multiple points of view.	Each class	**15%** based on the quality of engagement
Philosophy Statement	1. Draft One 2. Final Version uploaded to your Portfolio	1. 9/11 2. 11/27	**20%** based on depth & quality of analysis, reflection, & compelling delivery (1st draft ungraded),
Group Exploration of Functional Area	1. Functional Area Exploration Group Poster presentation to class 2. Bring 2 copies of the draft reflection paper on Functional Area to class 3. Final version of reflection paper on Functional Area Exploration – upload to Portfolio	1. 10/23 2. 10/23 3. 10/30	**15%** based on analysis, synthesis of learning, and quality of poster; and contribution to team
Action Plan	1. Action Plan Proposal 2. Action Plan Paper, Part I (literature review) 3. Final Action Plan Paper 4. Reflection on Action Plan	1. 9/11 2. 10/2 3. 11/6 4. 11/20	**20%** based on quality of action plan and paper (part 1 ungraded)
Synthesizing Readings	1. Weekly 1-page reflection on assigned readings, submit 8 papers total (may skip 1 week) 2. Synthesizing Readings Paper (Portfolio Page)	1. Weekly, 8 total by 11/20 2. 11/27	**10%** for Synthesizing Readings paper, based on depth and quality of analysis & reflection (weekly papers ungraded)
Portfolio	1. Complete the Portfolio pre-test at: https://umich.qualtrics.com/jfe/form/SV_czG1grdILogci8t 2. Bring to class 2 examples of completed Generative Knowledge Listening Guide 3. Read Interactive Knowledge Portfolio Guideline and initiate your portfolio 4. Portfolio Page: Reflection on the Functional Area Exploration 5. Conduct 3 Generative interviews by this date 6. Portfolio Page: Reflection on the Action Plan 7. Portfolio Page: Synthesizing Readings 8. Obtain feedback on Portfolio from a peer and a professional mentor 9. Philosophy Statement – final version uploaded to portfolio 10. Complete Portfolio, including Goals and Welcome pages 11. Complete pre-review peer evaluation of other students' portfolios before their in class presentation and grant access by Thursday, 11/29 12. Present Portfolio in class 13. Complete post-test at https://umich.qualtrics.com/jfe/form/SV_9KY8Qw9mxWTRX49	1. 9/4 2. 9/25 3. 9/25 4. 10/30 5. 11/20 6. 11/20 7. 11/27 8. by 11/27 9. 11/27 10. 11/27 11. Before 12/4 12. 12/4 or 12/11	**20%** for completed Portfolio, based on substance and delivery

ASSIGNMENTS BY DUE DATE

Detailed guidelines may be found on Canvas; upload assignments to Canvas by due date.
Pre-notification expected for absences / late assignments.

Month	Due Date	Assignment
September	9/4	1. Complete pre-test for Portfolio online at https://umich.qualtrics.com/jfe/form/SV_czG1grdILogci8t 2. Sign up (in class) to meet with Professor Taylor to discuss Action Plan Proposal
	Before Class 2	1. Meet with Professor Taylor to discuss Action Plan Proposal
	9/11	1. Philosophy Statement Draft One 2. Action Plan Proposal 3. Sign up (in class) for proposed Functional Area to explore 4. Weekly Readings Synthesis Paper (8 total due)
	9/18	1. Weekly Readings Synthesis Paper (8 total due)
	9/25	1. Read Integrative Knowledge Portfolio Guideline and initiate your portfolio 2. Bring completed Generative Knowledge Listening Guide to class (2 examples) 3. Weekly Readings Synthesis Paper (8 total due)
October	10/2	1. Action Plan Paper, Part I (literature review) 2. Weekly Readings Synthesis Paper (8 total due)
	10/9	1. Bring your undergraduate institution's Student Affairs mission statement to class 2. Bring copy of Rhoads & Black (1995) article to class 3. Weekly Readings Synthesis Paper (8 total due)
	10/23	1. Functional Area Exploration Group Poster 2. Bring 2 copies of draft reflection paper on Functional Area Exploration to class (you will have the chance to revise this paper)
	10/30	1. Final version of reflection paper on Functional Area Exploration 2. Weekly Readings Synthesis Paper (8 total due)
November	11/6	1. Final Action Plan Paper 2. Weekly Readings Synthesis Paper (8 total due)
	11/13	1. Weekly Readings Synthesis Paper (8 total due)
	11/20	1. By this date, conduct 3 generative interviews 2. Reflection on Action Plan uploaded to Portfolio
	11/27	1. By this date, obtain feedback on Portfolio from a peer and professional mentor 2. Philosophy Statement Final Version uploaded to portfolio 3. Synthesizing Readings Page uploaded to Portfolio 4. Portfolio Goals and Welcome pages (Portfolio should now be complete)
December	12/4 & 12/11	1. Complete Pre-Review Peer Evaluation of other students' portfolios before their in class presentations 2. Portfolio Class Presentations; provide students and Professor Taylor access to portfolio no later than Thursday, November 29th 3. Complete a post-test after your Portfolio presentation: https://umich.qualtrics.com/jfe/form/SV_9KY8Qw9mxWTRX49 4. Complete class evaluation

CLASS SCHEDULE & READINGS
(Complete all readings prior to the class session for which they are assigned.)

Class 1 – September 4

Introduction to the Management of Student Affairs

> **DUE / ACTION ITEMS:**
> - Complete pre-test for Portfolio online:
>   https://umich.qualtrics.com/jfe/form/SV_czG1grdILogci8t
> - Sign up (in class) to meet with Professor Taylor in the coming week to discuss Action Plan Proposal

Class 2 – September 11

Historical Perspective; Conducting a Robust Literature Search

> **DUE / ACTION ITEMS:**
> - Philosophy Statement Draft One
> - Action Plan Proposal
> - Sign up (in class) for proposed Functional Area to explore
> - Weekly Readings Synthesis paper (8 total due)

Hevel, M.S. (2016). Toward a history of student affairs: A synthesis of research, 1996-2015. Journal of College Student Development, 57 (7), 844-862.

Nuss, E.M. (2003). The development of student affairs. In S.R. Komives & D.B. Woodard (Eds.), Student Services: A handbook for the profession (4th ed) (pp. 65-88). San Francisco, CA: Jossey-Bass.

Sandeen, A. (2011). Does student affairs have an enduring mission? Journal of College & Character, 12(4), 1-8.

Williams, B.A. (1998). Thought and action: John Dewey at the University of Michigan. Ann Arbor, MI: University of Michigan Bentley Historical Library. (Focus on pages 1-16).

Please carefully review the following three websites and one reading on Canvas regarding how to complete an academic literature review:
- http://writingcenter.unc.edu/tips-and-tools/literature-reviews/
- http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html
- http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review
- In Canvas: RMIT Study and Learning Centre, Writing The Literature Review. Developed by the *Study & Learning Centre*, *RMIT* University © 2005

Class 3 – September 18

The Role of Social Identities and Social Justice in Building Community

> **DUE / ACTION ITEMS:**
> - Weekly Readings Synthesis paper (8 total due)

Abes, E.S., Jones, S.R., & McEwen, M.K. (2007). Reconceptualizing the model of multiple dimensions of identity: The role of meaning-making capacity in the construction of multiple identities. Journal of College Student Development, 48, 1-22.

Aldous Bergerson, A. & Huftalin, D. (2011). Becoming more open to social identity-based difference: Understanding the meaning college students make of this movement. Journal of College Student Development, 52(4), 377-395.

Arao, B. & Clemens, K. (2013). From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice. In L. Landreman (Ed.), The Art of Effective Facilitation: Reflections from social justice educators (pp. 135-150). Sterling, VA: Stylus Publishing.

Edwards, K.E. (2006). Aspiring social justice ally identity development: A conceptual model. NASPA Journal, 43(4), 39-60.

Fisher, R. (2015). The Program on Intergroup Relations. The Appreciative Inquiry document that was the major source for the paper is Situated Design of AI: Modeling our Understanding of Artful Practices by Danielle Zandee and Hans Vermaak (2012).

Manning, K. (2009). Philosophical underpinnings of student affairs work on difference. About Campus, (May-June), 11-17.

McIntosh, P. (1989). White Privilege: Unpacking the invisible backpack. Peace & Freedom, (July/August), 10-12.

Milem, J., Chang, M., Antonio, A. (2005). Making diversity work on campus: A research-based perspective. Washington, DC: Association of American Colleges and Universities.

Schlossberg, N. K. (1989). Marginality and mattering: Key issues in building community. In D. C. Roberts (Ed.) Designing campus activities to foster a sense of community (pp. 5-15). San Francisco, CA: Jossey-Bass.

Please view this series of videos prior to class as they will be utilized during our class discuss:
- Who, Me, Biased? — This series takes a closer look at the unfair effects of our subconscious.
  - Peanut Butter, Jelly and Racism (2 min.)
  - Check Our Bias to Wreck Our Bias (3 min.)
  - The Life-Changing Magic of Hanging Out (2 min.)
  - Why We're Awkward (3 min.)
  - Snacks and Punishment (2 min.)
  - High Heels, Violins and a Warning (1 min.)

Highly Recommended:
Hurtado, S., Alvarez, C.L., Guillermo-Wann., Cuellar, M., & Arellana, L. (2012). In J.C. Smart & M.B. Paulsen (Eds.) Higher education: Handbook of theory and research (pp.41-122). Berline/Heidelberg, Germany: Springer Science+Business Media.

Class 4 – September 25

Integrative Learning in the Extended Classroom; Integrative Knowledge Portfolio

DUE / ACTION ITEMS:
- Read Integrative Knowledge Portfolio Guideline and initiate your portfolio
- Bring to class: 2 examples of completed Generative Knowledge Listening Guide
- Weekly Readings Synthesis paper (8 total due)

Association of American Colleges and Universities (2007). College learning for the new global century: A report from the national leadership council for liberal education & America's promise (LEAP). Washington, D.C.: AAC&U.

Hatcher, J.A., Bringle, R.G., & Muthiah, R. (2004). Designing effective reflection: What matters to service-learning? Michigan Journal of Community Service Learning, Fall, 38-46.

Keeling, R.P. & Hersh, R.H. (2012). Preface and Chapter 1: Higher education without higher learning. We're losing our minds: Rethinking American higher education (pp. vii-23). New York, NY: Palgrave Macmillan.

Nash, R. J. (2009). Crossover pedagogy: The collaborative search for meaning. About Campus, 14(1), 2-9.

NASPA/ACPA (2004). Learning reconsidered: A campus-wide focus on the student experience. Washington D.C.: NASPA/ACPA.

Peet, M., Lonn, S., Gurin, P., Boyer, K., Matney, M., Taylor, S., Marra, T. & Daley, A. (2011). Creating integrative knowledge through ePortfolios. International Journal of EPortfolios, 1(1), 11-31.

Schneider, C.G. (2003). Liberal education and integrative learning. Issues in Integrative Studies, 21, 1-8.

Taylor, S.H. (2011). Engendering habits of mind and heart through integrative learning. About Campus, 16(5), 13-20.

Class 5 – October 2

The Role of Research, Assessment, and Evaluation in Student Affairs

> **DUE / ACTION ITEMS:**
> - Action Plan Paper, Part I (literature review)
> - Weekly Readings Synthesis paper (8 total due)

AAC&U. Integrative Value Rubric. (You may access all Value Rubrics from this site). Available in Canvas and at http://www.aacu.org/value/rubrics/pdf/integrativelearning.pdf

Gardner, H. & Davis, K. (2013). Unpacking the generations: From biology to culture to technology. The App Generation: How today's youth navigate identity, intimacy, and imagination in a digital world (pp. 35-59). New Haven, CT: Yale University Press.

Henning, G. W., et al. (2008). The assessment skills and knowledge standards: Professionalizing the work of assessing student learning and development. About Campus, 13(4), 11-17.

Osters, S.N. (2007). Circle eight: Well-coordinated assessment. In J.H.Cook & C.A. Lewis (Eds.), The Divine Comity (pp. 171-199).

Schuh, J.H., et al., (2016). Assessing student campus environments. Assessment in Student Affairs (2nd Ed)., (pp. 221-246). San Francisco, CA: Jossey-Bass.

Class 6 – October 9

The Essential Work and Organization of Student Affairs

> **DUE / ACTION ITEMS:**
> - Bring to class: your undergraduate institution's Student Affairs mission statement
> - Bring to class: copy of Rhoads & Black (1995) article to class
> - Weekly Readings Synthesis paper (8 total due)

Baxter Magolda, M. B. (2009). Promoting self-authorship to promote liberal education. Journal of College and Character, X(3), 1-6.

Blimling, G. S. (2001). Uniting scholarship and communities of practice in student affairs. Journal of College Student Development, 42(4), 381-396.

Braskamp, L., et al. (2008). Putting students first: promoting lives of purpose and meaning. About Campus 13(1), 26-32.

Rhoads, R.A., & Black, M. A. (1995). Student affairs practitioners as transformative educators: Advancing a critical cultural perspective. Journal of College Student Development, 36(5), 413-421.

Rose, M. (2008). The binary ties that bind. About Campus, 13(4), 30-32.

Taylor, S. H. (2008). What's past is prologue: The evolving paradigms of student affairs. Planning for Higher Education, 37(1), 21-29.

NO CLASS - October 15-16 Fall Recess - NO CLASS

Class 7 – October 23

Functional Area Exploration Presentations; Generative Knowledge Listening

> **DUE / ACTION ITEMS:**
> - Functional Area Exploration Group Poster
> - Bring to class: 2 copies of draft reflection paper on Functional Area you will have the chance to revise this paper)

Class 8 – October 30

Theory, Research, Practice Loop Guiding Student Affairs

> **DUE / ACTION ITEMS:**
> - Final version of reflection paper on Functional Area Exploration
> - Weekly Readings Synthesis paper (8 total due)

King, P.M., et al. (2009). Developmentally effective experiences for promoting self-authorship. Mind, Brain, and Education, 3(2), 108-118.

McCoy, D.L., & Rodricks, D.J. (2015). Critical race theory as a (student) development theory. In *Critical race theory in higher education: 20 Years of Theoretical and Research Innovations*, (pp. 57-71). San Francisco, CA: Wiley/Jossey-Bass.

Patton, L.D., McEwen, M., Rendon, L., & Howard-Hamilton, M.F. (2007). Critical race perspectives on theory in student affairs. In S.R. Harper & L.D. Patton (Eds.), Responding to the realities of race on campus. (pp. 39-53). San Francisco, CA: Wiley/Jossey-Bass.

Taylor, K. B. (2008). Mapping the intricacies of young adults' developmental journey from socially prescribed to internally defined identities, relationships, and beliefs. Journal of College Student Development, 49(3), 215-234.

Upcraft, M. L. (1994). The dilemmas of translating theory to practice. Journal of College Student Development 35(6), 438-443.

Wolf-Wendel, L., Ward, K., & Kinzie, J. (2009). A tangled web of terms: The overlap and unique contribution of involvement, engagement, and integration to understanding college student success. Journal of College Student Development, 50(4), 407-428.

Class 9 – November 6

Planning for the Unplanned: Managing Critical Incidents through a Student Affairs Lens

DUE / ACTION ITEMS:
- Final Action Plan Paper
- Weekly Readings Synthesis paper (8 total due)

Coomes, M. D. (1994). Using student development to guide institutional policy. Journal of College Student Development, 35, 428-437.

Hellwig-Olson, B., Jacobsen, M., & Mian, A. (2007). Contemporary issues in campus crisis management. In E.L. Zdziarski, N.W. Dunkel, J.M. Rollo, & Associates (Eds.), Campus crisis management: A comprehensive guide to planning, prevention, response, and recovery (pp. 285-328). San Francisco, CA: Jossey-Bass.

Lowery, J.W., (2016). Addressing legal and risk management issues. In G.S. McClellan, J. Stringer & Assoc. (Eds.), The handbook for student affairs administration (4th ed) (pp. 535-560). San Francisco, CA: Jossey-Bass.

Shaw, M.D. & Roper, L.D. (2017). Crisis management. In J.H. Schuh, S.R. Jones, & V. Torres (Eds.), Student services: A handbook for the profession (6th ed) (pp. 484-498). San Francisco, CA: Jossey-Bass.

Spano, D.B. & Varlotta, L.E. (2011.) What are the responsibilities of limits of student affairs educators' roles in addressing burgeoning student mental health issues? In P.M. Magolda & M.B. Baxter Magolda (Eds.), Contested issues in student affairs: Diverse perspectives and respectful dialogue (pp. 316-334). Sterling, VA: Stylus.

Taylor, S. H. and Varner, D. T. (2009). When student learning and law merge to create educational student conflict resolution and effective conduct management programs." In J. Schrage & N Giacomini (Eds.), Reframing campus conflict: Student conduct practice through a social justice lens (pp. 22-49). Sterling, VA: Stylus.

Class 10 – November 13

Management of Student Affairs

DUE / ACTION ITEMS:
- Weekly Readings Synthesis paper (8 total due)

DeGenring, S., (2005). The adaptive leader: Risky business? Staying alive as a leader in times of change. (June), pp. 1-8). San Francisco: Interaction Associates.

DeRue, D.S., Spreitzer, G., Flanagan, B., & Allen, B. (2013). Developing adaptive leaders for turbulent times: The Michigan model of leadership. The European Business Review, May-June, pp. 57-61.

Kania, J. & Kramer, M. (2011). Collective impact. Stanford Social Innovation Review, 54, 36-41.
Porterfield, K.T., Roper, L.D., Whitt, E.J. (2011). Redefining our mission: What does higher education need from student affairs? Journal of College & Character, 12(4), 1-7.

Rullman, L. & Harrington, K.D. (2014). College unions, learning, and community building. New Directions for Student Services, 145, 39-47.

Whitt, E. J. (2006). Are all of your educators educating? About Campus, (January-February), 2-9.

INDEPENDENT WORK – November 20 – INDEPENDENT WORK

NOTE: This class time is reserved for students to work on portfolios independently, with others, and /or with portfolio consultant Diana Perpich.

DUE / ACTION ITEMS:
- By this date, conduct 3 generative interviews
- Reflection on Action Plan uploaded to Portfolio

Class 11 – November 27

Ethics, Professionalism, Standards & Values; Management Frameworks

DUE / ACTION ITEMS:
- By this date, obtain feedback on Portfolio from a peer & a professional mentor
- Philosophy Statement Final Version uploaded to Portfolio
- Synthesizing Readings Page uploaded to Portfolio
- Complete Portfolio, including Goals and Welcome pages
- Release Portfolio to class no later than Thursday of this week

Bolman, L. G., & Deal, T. E. (1997). Introduction: The power of reframing. *Reframing organizations: Artistry, choice, and leadership* (2nd ed.) (pp. 3-17). San Francisco, CA: Jossey-Bass.

Day, P.K. (2013). Reconnecting higher education to the world: Student affairs must take leading role in defining new model. *NASPA Leadership Exchange*, Spring 9-11.

Fischman, W., Solomon, B., Greenspan, D., & Gardner, H. (2004). Epilogue: Encouraging good work. *Making good: How young people cope with moral dilemmas at work* (pp. 167-183). Cambridge, MA: Harvard University Press.

Komives, S.R. (2015). Shaping the future: lessons from the past. *About Campus*, March-April, 2015 4-12.

Magolda, P.M., Baxter Magolda, M.B., Carducci, R. (2011). How do professionals navigate situations when their professional beliefs clash with their supervisors' or organizations' beliefs? Engaging in dialogues about difference in the workplace. In P.M. Magolda & M.B. Baxter Magolda, (Eds.), *Contested issues in student affairs: Diverse perspectives and respectful dialogue*, (pp. 453-472). Sterling, VA: Stylus.

Reason, R.D. & Broido, E.M. (2017). Philosophies and values. In J.H. Schuh, S.R. Jones, & V. Torres (Eds.), *Student services: A handbook for the profession* (6th ed) (pp. 39-55). San Francisco, CA: Jossey-Bass.

Whitt, E.J. et al. (2008). 'Principles of good practice' for academic and student affairs partnership programs. *Journal of College Student Development, 49*(3), 235-249.

Class 12 – December 4

PRESENTATIONS and CLOSURE

DUE / ACTION ITEMS:
- Complete Pre-Review forms of other students' portfolios before their in class presentations
- Class Presentations; provide students and Professor Taylor access to portfolio no later than Thursday, November 29th
- Complete a post-test after your presentation: https://umich.qualtrics.com/jfe/form/SV_9KY8Qw9mxWTRX49

Class 13 – December 11

PRESENTATIONS and CLOSURE

DUE / ACTION ITEMS:
- Complete Pre-Review forms of other students' portfolios before their in class presentations
- Class Presentations; provide students and Professor Taylor access to portfolio no later than Thursday, November 29th
- Complete a post-test after your presentation: https://umich.qualtrics.com/jfe/form/SV_9KY8Qw9mxWTRX49
- Complete class evaluation (Thank you!)

ACADEMIC INTEGRITY

Operating under the highest standards of academic integrity is implied and assumed. Academic integrity includes issues of content and process. Treating the course and class participants with respect, honoring class expectations and assignments, and seeking to derive maximum learning from the experience reflect some of the process aspects of academic integrity. Claiming ownership only of your own unique work and ideas, providing appropriate attribution of others' ideas, material, and quotes, clearly indicating all paraphrasing, and providing the trail to the original source of any idea are key components to the content of academic integrity. Aspire to the spirit and highest representation of academic integrity.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; www.ssd.umich.edu) typically recommends accommodation through a *Verified Individualized Services and Accommodations* (VISA) form. Any information you provide is private and confidential and will be treated as such.

We have converted most course materials into Word format for accessibility. If any document is not working with your assistive technology, please contact Jane Vincent at jbvincen@umich.edu.

COMMITMENT TO DIVERSITY

In a class of this nature, it is essential that all participants operate with a shared commitment to diversity and inclusion, including striving personally to increase our own inter-cultural competence and awareness of power and privilege. The following words from the UM Program on Intergroup Relations provide an excellent grounding in this important work:

"We believe that knowledge about social diversity is essential to becoming responsible global citizens. The need for understanding between and across cultures is crucial to the development of students. We teach and learn about social group identity, social relations, intercultural communication, and social justice. We encourage students, staff, and faculty to learn about differences and similarities, to embrace them and to find commonality in the human experience. To this end, we focus on gender, ethnicity, race, sexual orientation, religion, ability status, socioeconomic class, and nationality."

In order to demonstrate respect and enhance communication across and about diverse social identities, I ask that all class participants follow established ground rules of communication. These include:

- Listen actively -- respect others when they are talking.
- Speak from your own experience instead of generalizing ("I" instead of "they," "we," "you").
- Respect self-identified pronouns[1].
- Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
- Participate to the fullest of your ability -- growth depends on inclusion of every voice.
- The goal is not to agree -- it is to gain a deeper understanding.
- Be conscious of body language and nonverbal responses -- they can be as respectful as words.[2]

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[1] From https://uwm.edu/lgbtrc/support/gender-pronouns/

"She, her, hers and he, him, his are the most commonly used pronouns. Some people call these "female/feminine" and "male/masculine" pronouns, but many avoid these labels because, for example, not everyone who uses he feels like a "male" or "masculine." There are also lots of gender-neutral pronouns in use. Here are a few you might hear:

- They, them, theirs (Xena ate their food because they were hungry.) This is a pretty common gender-neutral pronoun…. And yes, it can in fact be used in the singular.
- Ze, hir (Xena ate hir food because ze was hungry.) Ze is pronounced like "zee" can also be spelled zie or xe, and replaces she/he/they. Hir is pronounced like "here" and replaces her/hers/him/his/they/theirs.
- Just my name please! (Xena ate Xena's food because Xena was hungry) Some people prefer not to use pronouns at all, using their name as a pronoun instead.
- **Never, ever refer to a person as "it" or "he-she" (unless they specifically ask you to.) These are offensive slurs used against trans and gender non-conforming individuals. "**

[2]*Balance of grounds rules: From http://www.edchange.org/multicultural/activities/groundrules.html*

HEALTH & WELLNESS

If you have flu-like symptoms (fever of 100 or more, sore throat, aches, vomiting, cough) you should refrain from attending class, work, or social events. Be sure to practice self-care (including visiting University Health Service, drinking plenty of fluids, rest) and please be mindful about shared responsibility for community health (cover your mouth when you cough, wash your hands often, wear a mask to class, maintain protective physical distance from others). When you are ill, it is your responsibility to be in communication with me, and, when applicable, with your classmates, so that you can create and sustain a plan to make-up any missed work or assignments.

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need to support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays.

RELIGIOUS OBSERVATION

This class observes University defined holidays (such as Labor Day, Thanksgiving Day, Fall Break). As other days may be of more significance than University-designated holidays, please inform me as soon as possible if a class or due date for an assignment conflicts with your observance of a holiday important to you. I will work with you to accommodate your needs.

LIBRARY SKILLS WORKSHOPS

The workshops below will give you some good basic information about how to utilize the UM library, including research skills. Additionally, Karen Downing will be attending an early class to discuss how to conduct a literature review. You may also want to view http://www.lib.umich.edu/services-graduate-students to learn more about the many services UM Library provides for graduate students. All workshops held in the University Library Instructional Center (4059 Shapiro) on the fourth floor of the Shapiro Library.

Karen Downing, **Ph.D., M.I.L.S.** *Education Liaison and Foundations & Grants Librarian*, received her Ph.D. from the U-M School of Education, and is available to answer your questions about how to navigate the university library system to support your research and academic studies. Contact Karen at kdown@umich.edu for general or specific questions, to set up a personal appointment, or to introduce yourself. Register for the workshops below at http://ttc.iss.lsa.umich.edu/ttc/sessions/sponsor/university-library/

Offered September-October; check library site for dates & times.

LIBRARY ESSENTIALS for the School of Education
BEYOND LIBRARY BASICS for the School of Education
FINDING FUNDING for Education Research
USING CITATION SOFTWARE